

School Behaviour Support and Management Plan Eagle Vale High School

Overview

Eagle Vale High School is a comprehensive high school situated in the Macarthur Region. The school also offers a Targeted Sports Program, which provides students with opportunities to develop athletic skills, teamwork, and leadership through specialised coaching and representative pathways. We serve the communities of Eagle Vale, Kearns, Claymore, Eschol Park, Blair Athol and Blairmount. The school is a vibrant, culturally diverse community with an enrolment of over 600 students.

At Eagle Vale High School, student success is at the centre of all decision-making processes. The school is committed to continuous improvement through professional learning and collaboration, embedding high-impact teaching strategies that support a shared understanding of learning. Our goal is to develop a high-support, high-expectations environment where every student is known, valued, and cared for.

This Behaviour and Support Management Plan forms part of the Positive Futures Framework, aligning with the NSW Department of Education's *Behaviour Code for Students* and *Wellbeing Framework for Schools*.

This plan outlines the proactive, restorative, and relational practices used at Eagle Vale High School to promote positive behaviour, strengthen student engagement, and ensure consistent, fair responses to inappropriate behaviour. It applies to all students in Years 7–12 and has been developed in consultation with staff, students, and the wider school community.

Our approach is guided by the belief that behaviour management is a shared responsibility and that meaningful behaviour change occurs through reflection, accountability, and support.

Partnership with parents and carers

Eagle Vale High School recognises parents and carers as vital partners in supporting student learning, wellbeing, and behaviour. Collaboration between the school and families strengthens relationships, ensures consistency, and supports positive outcomes for students.

We work with parents and carers by:

- Regularly communicating expectations
- Encouraging active participation in restorative meetings and case conferences
- Using data and reports from Sentral to inform families of progress and interventions.

School-wide expectations and rules

At Eagle Vale High School, we are guided by six dispositions that underpin our school culture and expectations for all members of the community

Expectation - Disposition	Expectations
Adventurous	Students try new things, embrace challenges, and learn from mistakes.
Empathetic	Students consider others' feelings and perspectives and act with compassion.
Focused	Students pay attention, avoid distractions, and take ownership of their learning.
Kind	Students act with respect, generosity, and care towards others.
Persistent	Students show resilience and continue to strive even when learning is difficult.
Reflective	Students think about their choices, learn from experiences, and seek self-improvement.

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.

At Eagle Vale High School, we teach and model the behaviours we value in our students. Students are expected to:

- Respect others, staff, and community members
- Follow school and class rules and directions
- Strive for personal best in learning and conduct
- Resolve conflict respectfully and calmly
- Attend school every day unless legally excused
- Care for property and the school environment
- Avoid unsafe, violent, or discriminatory behaviour.

We use explicit teaching, positive reinforcement, and consistent consequences to uphold these standards.

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

Eagle Vale High School embeds a whole-school, proactive approach to behaviour and wellbeing through the Positive Futures Framework. Our model integrates prevention, early intervention, targeted support, and individual case management.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Futures Toolkit	Explicit teaching and modelling of specific skills including behaviour expectations and social skills. A restorative approach that focuses on building, maintaining, and restoring positive relationships.	Staff, Students 7-12
	Eagle Vale High School	Regular phone calls home to discuss positive classroom and school behaviours to communicate with parent's school expectations	Staff, Students 7-12 and community
	School Wellbeing Team	Wellbeing team organise regular meetings and meetings at required intervals to discuss important matters concerning young people	Staff, Students 7-12
	Student Recognition and Positive Incentives	Eagle Vale High School promotes a culture of recognition and celebration through its Positive Futures framework. Students are acknowledged for demonstrating the school dispositions of Kindness, Empathy, Reflection, Focus, Adventure, and Persistence. Recognition occurs across multiple platforms	Staff, Students 7-12
Early intervention	Two 4 Ten Behaviour Reflection Plan	A 10-day targeted classroom strategy to improve engagement and accountability through achievable goals, feedback, and reflection. Students meet with staff to review progress. Students identified with emerging behaviour concerns	Staff, Students 7-12
	Restorative Conversations	Staff facilitate restorative conversations to repair relationships and address low-level conflict, guided by the Positive Futures Toolkit reflection prompts.	Staff, Students 7-12
	Year Adviser & AEO/CLO /SSO Check-Ins	Regular check-ins with Year Advisers, AEO, SSO or CLO to identify patterns of disengagement or emerging wellbeing needs and to connect families with support services.	Students showing early warning signs

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Wellbeing Referral Process	Staff refer students via Sentral for escalating concerns (behaviour, wellbeing, attendance). The HT Wellbeing triages cases and coordinates support through the Care Continuum.	Staff and targeted students
	Wellbeing and Engagement Programs	A range of targeted programs to support students experiencing disengagement or social-emotional challenges. These initiatives focus on building resilience, strengthening school connection, and promoting positive relationships through mentoring, small-group support, and partnerships with external wellbeing agencies	Staff and targeted students
Individual intervention	Wellbeing and Health In-reach Nurse Coordinator	Coordinate appropriate early intervention, assessments and referral of students and families to services and programs. Support access to health promotion to improve health literacy and engagement of students and families	Staff and targeted students
	Home School Liaison Officer (HSLO)	The HSLO operates within the Department which monitors and supports the attendance of students at school who are of compulsory school age as required by The Education Act. The Home School Liaison Officer works in a supportive and non-coercive manner with children, families and schools to achieve satisfactory attendance	Staff and targeted students
	Individualised Support Plans and case management	Personalised plans and case management are developed collaboratively to meet the specific behavioural, learning, and wellbeing needs of students requiring intensive support. These processes outline clear goals, coordinated strategies, and regular review to ensure ongoing progress and alignment with individual needs	Staff and targeted students
	Part day exemption plan	A part day exemption allows EVHS to implement targeted behavioural interventions for students who are	Staff and targeted students

Care Continuum	Strategy or Program	Details	Audience
	External Supports	struggling with ongoing significant behaviour and/or attendance concerns. It provides students with opportunities to build relationships, develop communication skills, and practice empathy and self-awareness. Out of Home Care Teachers, Aboriginal School Liaison Officer, Aboriginal Community Liaison Officer, Home School Liaison Officer, Assistant Principal Learning and Support, Behaviour Specialists, Networked Specialist Facilitator), Refugee Student Counselling Support Team and external agencies such as paediatricians, psychologists or those involved in individual case management.	Staff and targeted students

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

Student Awards System

Students that are successful in engaging with the School Values will be recognised through the Awards System. The purpose of the Awards System is to acknowledge and reinforce the positive contributions of students to building a cohesive and respectful, responsible and successful learning environment. Students receive positive incidents by demonstrating commitment to the School Dispositions (positive incident recorded on SENTRAL)

AWARD	HOW CAN I GET?	WHEN CAN I GET IT?
Bronze Award Certificate	• 20 Student Recognition Awards • Positive SENTRAL Profile	Issued at a year meeting Terms 1, 2, 3 & 4
Silver Award Certificate End of term reward	• 50 Student Recognition Awards • Positive SENTRAL Profile	Issued at a year meeting Terms 1, 2, 3 & 4
Gold Award Certificate Raffle prize and end of year excursion	• 90 Student Recognition Awards • Positive SENTRAL Profile	Whole of school assembly Terms 1, 2 & 3 T4 Year Awards
Eagle Award Certificate Voucher, trophy and end of year excursion	• 140 Student Recognition Awards • Positive SENTRAL Profile	Presentation Day

Anti-bullying Plan

At Eagle Vale High School, we uphold our core values by fostering a safe, inclusive, and respectful learning environment for all students. We are committed to supporting and implementing anti-bullying practices, including the Anti-Bullying Plan, to address and prevent bullying behaviours effectively. Our approach aligns with evidence-based strategies, as outlined by the NSW Department of Education, ensuring a proactive stance against all forms of bullying, including online. Through collaboration with staff, students, parents, and the wider community, we aim to build a positive school culture that prioritises student wellbeing and rejects bullying in every form.

Bullying Response Flowchart



Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students.

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.

Eagle Vale High School follows a structured **referral process** to ensure all wellbeing and behavioural concerns are addressed promptly and appropriately.

Immediate

The following must be reported immediately to the Principal, Deputy Principal, or Head Teacher Wellbeing, in person or via phone, to ensure action is taken before the student leaves school:

- Aggressive behaviours (risk to staff and students)
- Critical harassment/bullying
- Physical assault
- Pregnancy
- Risk of harm to others
- Sexual assault
- Suicidal thoughts and behaviours
- Underage sex
- Unsafe to go home

Reports in this category must also be recorded on Sentral and marked Confidential, tagging the Principal, DP, HT Wellbeing, and Year Adviser as relevant.

As soon as possible

These concerns should be referred to the Head Teacher Wellbeing via phone or email and documented on Sentral

- Aggressive behaviours (no risk to staff and students)
- Anxious behaviour
- Death/trauma in the family
- Depression
- Non-suicidal self-injury

The Head Teacher Wellbeing will follow up and refer to the counsellor if necessary.

Emerging problems

These concerns should be referred to the Year Adviser or Learning Support Team, documented on Sentral and shared with relevant staff (FYI or notification):

- Anger
- Behaviour with an underlying wellbeing issue
- Self-esteem
- Social conflict/bullying
- Difficulties with accessing learning

If the concern includes a behavioural element, staff must follow the Behaviour Management Process and refer to the appropriate Head Teacher for further support.

Serious behaviours include violence, harassment, cyberbullying, use or possession of prohibited substances, threats, and criminal acts. All responses will align with the *NSW Department of Education Student Behaviour Policy* and *Suspension and Expulsion Procedures*.

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 procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Last review date: Terms 4 2025

Next review date: Term 4 2026