

Five Islands Secondary College School Behaviour Support and Management Plan

Overview






Five Islands Secondary College (FISC) seeks to build a calm, inclusive, highly supportive learning community, where diversity is central to our welcoming culture and always celebrated. We focus on promoting personal-best progress, not pressure on performance. We believe students thrive when we use calm routines, find authentic interests, harness hidden talents and use strengths-based approaches to build on success. Each unique student's self-esteem is fostered by a strong commitment to positive relationships and high expectations around attendance, engagement and effort. We acknowledge and embrace a broad and varied scope of aspirations, supporting students to reach personalised definitions of success. We foster partnership with our parents and community to enhance the important role the College plays, as the specialist regional provider for senior secondary education in the Illawarra. We deeply enrich the lives of our students as they move through their personalised learning journey to meaningful post-school pathways and bright and productive futures.

Partnership with parents and carers

FISC promotes collaboration and seeks to work closely with parents, carers, and stakeholders to underpin a school community that understands and abides by our core values.

- Expectations and a positive culture are established from first contact with the College.
- PB@FISC signage re processes and policies on display in all offices and classrooms.
- Enrolment Interviews include expectations, sharing of school culture and student/parent/carer agreement as conditional to joining our college learning community.
- School Policies are regularly promoted on social media channels and available in full on our school Website.
- FISC celebrates and promotes key messaging around anti-bullying such as Anti-bullying Day of Action and RUOK Day via Skoolbytes and social media posts.
- Parents are kept aware of initiatives for their young people such as Top Blokes; Relationships Australia and Illawarra Women's Health Workshops.
- Student harmony and relationship building is promoted by unique school initiatives such as Connection Clubs and parents are aware of these.
- School reporting incorporates feedback to parents on student adherence to school values.
- Parents are included in PB@FISC procedures with communication to parents a priority intervention – they are also invited and strongly encouraged to attend restorative practices in our PB@FISC management system that address incidents of bullying and/or harassment.
- The school follows the School Community Charter for respectful dialogue and guiding positive relationships when navigating student behaviour issues.
- FISC utilises parental surveys and feedback around key issues.
- FISC promotes engagement with Aboriginal and Torres Strait Islander families through our focus on respectful dialogue and culturally safe exchange in our dedicated Acknowledge Gather Learn Space hosted by the Indigenous Student Mentor.
- Parents and carers are involved in the creation and review of student management and care plans.

School-wide expectations and rules

 	
Meeting Expectations 	<h3><u>Respect</u></h3> <ul style="list-style-type: none"> ✓ Conduct yourself with dignity ✓ Actively accept the rights of others...to be safe, learn, & be yourself ✓ Communicate politely and be willing to listen ✓ Care for the College environment ✓ Promote a positive image of our College in the Community
	<h3><u>Aspiration</u></h3> <ul style="list-style-type: none"> ✓ Challenge yourself by setting personal goals ✓ Understand how effort leads to achievement ✓ Strive to improve in everything you do ✓ Participate and make the most of opportunities ✓ Persevere – Don't give up!
	<h3><u>Responsibility</u></h3> <ul style="list-style-type: none"> ✓ Cooperate fully with staff and students ✓ Make positive contributions whenever you can ✓ Be prepared for learning and College activities ✓ Make choices that reflect positively on you and our College ✓ Be accountable for your behaviour
Consequences 	<div>  </div> <h4><i>"Pushing the Boundaries"</i></h4> <p>Students will be redirected & asked to make a positive choice:</p> <ul style="list-style-type: none"> ☒ First intervention – Explicit redirection re-stating the expectation and how to demonstrate the positive behaviour in context ☒ Second Intervention – Firm correction, reminder of expectation and warning re the consequences of choosing to continue ☒ Third intervention – Formal Intervention action - may be exited; interviewed, referred to Head Teacher etc. <p>Students persistently not meeting expectations risk serious action i.e. Faculty or College suspension.</p>
	<h4><i>"Crossing the Line"</i></h4> <p>Students who make unacceptable choices which "cross the line" will be:</p> <ul style="list-style-type: none"> ☒ Intervened by immediate referral to a member of the Senior Executive ☒ The remedial process for breaching Good Standing can involve restitution measures such as mediation and/or community service ☒ Crossing the line can also result in suspension. <p>Enrolments from the College can be terminated for serious breaches of expectations or Policy</p>

Behaviour Intervention Guide	Pushing Boundary or Crossing Line	Intervention – Initial Referral to ...	Sentral Entry	Report back to staff
<div>PB@FISC</div> <div>Note: To be read in combination with PB@FISC definition of "Intervention"</div>				
Inappropriate language in class or in common areas e.g. Grounds	P	T	Behaviour Interventions and referrals must be documented on Sentral as soon as practicable	The outcome of Behaviour referrals will be logged in Sentral by the person managing the response.
Non-participation in learning activities – 'Off task' / head down etc.	P	T		
Lateness to class, Fractional Truancy, Truancy, Leave College Grounds	P	T		
Unsafe behaviour (riding skateboards, climbing on rails, awnings etc.)	P	T		
Slow or reluctant to follow a reasonable staff request	P	T		
Low-level / minor disruptive and / or disrespectful behaviour	P	T		
Mobile phone or electronic device - inappropriate usage	P	T		
Did not bring equipment / PPE	P	T		
Out of bounds or Classroom / College area without permission	P	T		
Minor breach of Computer Usage Agreement	P	T		
Graffiti in classroom (minor / major)	P/C	T/HT		
Repeatedly refusing to follow the reasonable requests of staff	C	HT		
Persistent disobedience / non-compliance – any issue (eg mobile use)	C	HT		
Bullying or Harassment of peers (including cyber or digital)	C	HT		
Inappropriate response or offensive language directed at a teacher	C	HT		
Persistently late arrival to class, Fractional Truancy or Truancy	C	HT		
Persistent Truancy / Poor attendance - several subjects	C	YA / HT WB		
Repeated failure to complete work in class / persistently off task	C	HT		
Leaving college without permission	P	SE		
Downloading inappropriate material / pornography	C	SE		
Threat of violence or Actual violence against a person	C	SE		
Possession of a weapon / use of object as a weapon	C	SE		
Actual violence against property / wilful damage / Graffiti	C	SE		
Unauthorised return to college while on suspension	C	SE		
Bringing non-students to college inappropriately	C	SE		
Smoking/Vaping	C	SE		
Possession of Drug/s or Drug paraphernalia	C	SE		
Suspected under the influence of Drugs or Alcohol	C	SE		
Theft	C	SE		
Other Serious Misconduct/Misbehaviour	C	SE		

Key:	T = Teacher	P = Pushing the Boundaries	C = Crossing the Line
HT WB = HT Wellbeing	Y/A Year Adviser	HT = Head Teacher/Faculty level	SE = Senior Executive

- All interventions (excepting those denoted SE) must be referred to Faculty HT in the first instance.
- When exiting to a HT, where practicable, an EXIT FORM is to be completed
- Do not leave your class to accompany exited student - direct them to the HT/SE with exit slip however, if exiting a vulnerable or upset student, ask a colleague to assist or send another student to seek HT.
- Do not 'isolate' students or leave unsupervised – refer them to a Supervisor per FISC exit process –
* Note students are not to be sent to the library without prior consultation with the Librarian/HT.
- Consider out of character behaviour may be wellbeing related – consult with your HT. Log All Wellbeing concerns as a Sentral Wellbeing referral for the attention of the Year Advisor and/or HT Wellbeing.

NB. College Staff exercise professional judgement in using this guide to inform the most appropriate intervention in the specific context, in a procedural and timely manner.

Version: 2024

Expectation	Expectations
<ul style="list-style-type: none"> Always follow all reasonable staff directions 	<ul style="list-style-type: none"> PB@FISC student conduct is integrated into Recognition and achievement system including incentive excursions
<ul style="list-style-type: none"> All students are expected to buy into our Values based PB@FISC behaviour framework: Respect; Responsibility; Aspiration 	<ul style="list-style-type: none"> Abide by the College Mobile Phone Policy – Gate to gate, phones in pouches
<ul style="list-style-type: none"> Attendance – Policy of high expectations - tiered interventions mapped 	<ul style="list-style-type: none"> Abide by the College Dress Code
<ul style="list-style-type: none"> Conduct yourself in accordance with the FISC Anti-bullying Policy 	<ul style="list-style-type: none"> All members of the College act in a way that makes all learning community members feel valued, known and cared for in line with the FISC Wellbeing Policy

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

- Our FISC **Culture: “Wellbeing is Everyone’s Business”** – All Staff, students, families and carers, have a supportive, proactive, and important role in nurturing **an engaging and respectful** school-wide wellbeing culture, built on the **principles of inclusion**, that underpin a connected learning community.
- Our FISC **Understanding**: Wellbeing is broadly described as the quality of a person's life considered in relation to how we feel and function across areas including **cognitive, emotional, social, physical and spiritual** wellbeing. Wellbeing and learning are inextricably linked and foundational to student connection & personal best growth and success.
(Reference: NSW DOE Wellbeing Framework for schools p.5)

<p>Our shared understanding of wellbeing:</p> <ul style="list-style-type: none"> is that it is dynamic and integral to learning focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities recognises the importance of developing and shaping the character of the individual is multidimensional and interrelated takes into account the context of children’s and young people’s lives and uses both objective and subjective measures 	<ul style="list-style-type: none"> incorporates the views and perspectives of children and young people themselves throughout the different stages of development considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities.
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- Our FISC Wellbeing **Your Pathway, Your Future Approaches** are **Learner-centred, Individualised, framed by Personal Best and Progress** – each student's self-esteem is fostered by positive relationships and personalised high expectations which support the emergence of the individual to **“Connect, Succeed & Thrive”**. **FISC Wellbeing-centred approaches are the bedrock of student connection and personal best engagement, essential to students reaching their potential.** Supporting wellbeing in the context of teaching and learning, is a core responsibility.
- Our **Relationships: “Positive & Proactive Partnerships”** - FISC strives to engage students, parents and families through supportive approaches, proactive communication and fair, clear, expectations. We strive to provide the conditions whereby students can enjoy coming to school, experience continuity in their learning, build strong connections and fully participate in student life.
- Our **FISC Wellbeing Protocols - fair, reasonable, and proportionate systems and processes** are consistent, supportive, encouraging, inclusive and enable stakeholders to play active roles towards positive outcomes, for **Every Student**, in every FISC Cohort.

Section 4: FISC WELLBEING PROCEDURES

Stepped Strategies & Interventions Summary

FISC uses a Stepped Care Wellbeing Model aligned to our Stepped Care Attendance Model to support all students to understand and meet expectations – through this system we target strategies that are universal, and are then responsive to individual student need, using data, learning and wellbeing structures to proactively monitor, and intervene as required, from targeted to intensive supports.

Step	Student Indicators	Systems and Processes
Intensive Intervention Student Review; Attendance Review Teams, SE & SPE (or delegate)	<ul style="list-style-type: none"> Identified heightened risk or complexity identified impacting student's safety or engagement with education. College concern for extended unexplained absence Under 50% and/or pattern of decline and/or at risk of non-completion of a subject or RoSA/HSC (see Attendance Policy) 	<ul style="list-style-type: none"> Student Review Meeting Weekly – Serious Interventions Attendance Review Mtg FISC Counselling Service DP or Delegate follow up re Mandatory Procedures, external supports & agencies. Every Student College mtg Adjusted N Award Process followed if necessary.
Targeted Interventions Wellbeing Hub; WB HT; Wellbeing & Attendance Teams	<ul style="list-style-type: none"> Uncharacteristic behaviours or presentation of concern / Emerging wellbeing or learning needs Identified. Elevated wellbeing needs communicated by student or family/carers. Declining or problematic engagement and/or attendance patterns 	<ul style="list-style-type: none"> Staff generate Wellbeing referral via Sentral. Cohort Support Meeting – Fortnightly – Data-driven Proactive Interventions Team members undertake responsibilities in actioning supportive targeted interventions through a teamed, stepped care model.
Universal Strategies & Expectations Culture All Teachers & Faculties	<ul style="list-style-type: none"> Student is engaging in a positive manner and meeting expectations (considering baseline data/information from Enrolment; LST and/or WB (YA's), Attendance Teams) Universal Promotion and Prevention Strategies care for and motivate student sufficiently to maintain positive personal best engagement. Subject/Faculty level processes are sufficient to support, encourage and/or redirect students as needed 	<ul style="list-style-type: none"> Every Student, Every Classroom - high expectations culture. Attendance procedures are consistently embedded, and supportive interventions implemented at point of need. Student Recognition incentives explicitly link to engagement benchmarks and/or individual incremental improvement. 'Every Student Check-in' Term Processes enable proactive Teacher & HT monitoring of engagement & progress

Care Continuum	Strategy or Program	Details	Audience
Prevention (Universal)	PB@FISC Values and Student Guidelines– School Culture	A framework that guides student behaviour and conduct	All Staff & Students
Early intervention	PB@FISC Intervention Framework	All staff respond consistently to manage student behaviour via the framework	All Staff & Students
Targeted intervention	Referrals to HT; LST; Wellbeing Teams Counselling & Wellbeing Programs Care Plans	Staff make referrals via the Sentral Student Management system to specialist Teams and services within the school Specific programs target individual and small groups in areas of identified need	Targeted
Individual intervention - Intensive	Prioritised referral to LST Wellbeing Teams Highly Individualised behaviour Plans Student Review Team	Highest level of individualised intervention targeted to the specific, needs, strengths and challenges of individuals and/or emerging scenarios	Targeted

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

To effectively support student behaviour, FISC employs a range of strategies tailored to recognise and reinforce positive, inclusive and responsible behaviour, and utilises PB@FISC to address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individual responses.

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
Positive and appropriate behaviour recognised and reinforced. Responses include: <ul style="list-style-type: none"> ➤ Positive reinforcement: verbal praise, commendation and acknowledgment of the positive behaviour. 	Our PB@FISC planned responses aim to correct behaviours whilst supporting learning & growth: <ul style="list-style-type: none"> ➤ Restorative practices. ➤ Behavioural reflection: Encouraging the opportunity to reflect on behaviour & consequences 	For concerning behaviours, particularly instances of bullying and cyberbullying, responses prioritise the safety & wellbeing of all students: <ul style="list-style-type: none"> ➤ Immediate intervention ensuring student safety. ➤ Conflict Resolution: Facilitating strategies to

➤ Certificates and Awards: Recognition Week.	and identify alternative choices.	address issues and promote resolution.
➤ Incentive Activities and Excursions.	➤ Consequences and Discipline: Implementing appropriate consequences aligned with PB@FISC.	➤ Engaging with parents and/or stakeholders to discuss concerns, share information and collaborate on path forward.
➤ 'National Day of Action Against Bullying' activities.		➤ FISC counselling and well-being referrals for additional student support if required.

Responses to serious behaviours of concern

FISC adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students. Our response processes include the following steps:

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

FISC fosters a de-escalation approach to student management based on calm, respectful interactions. Students are expected to relate to staff performing their duties respectfully and cooperatively and be reasonably guided by staff, to always engage appropriately at school.

FISC does not generally use detentions in the traditional sense (timed) as a strategy – however, the expectation is that students can reasonably be requested by staff to stay and discuss matters that need resolving. Staff will consider take-up time in supporting students to resolve matters quickly and re-engage in learning and positive relationships.

Generally, students are permitted to go to the bathroom and get a drink at the point of need, unless safety concerns are being monitored.

The FISC Recognition System is restorative and acknowledges students doing the right thing.

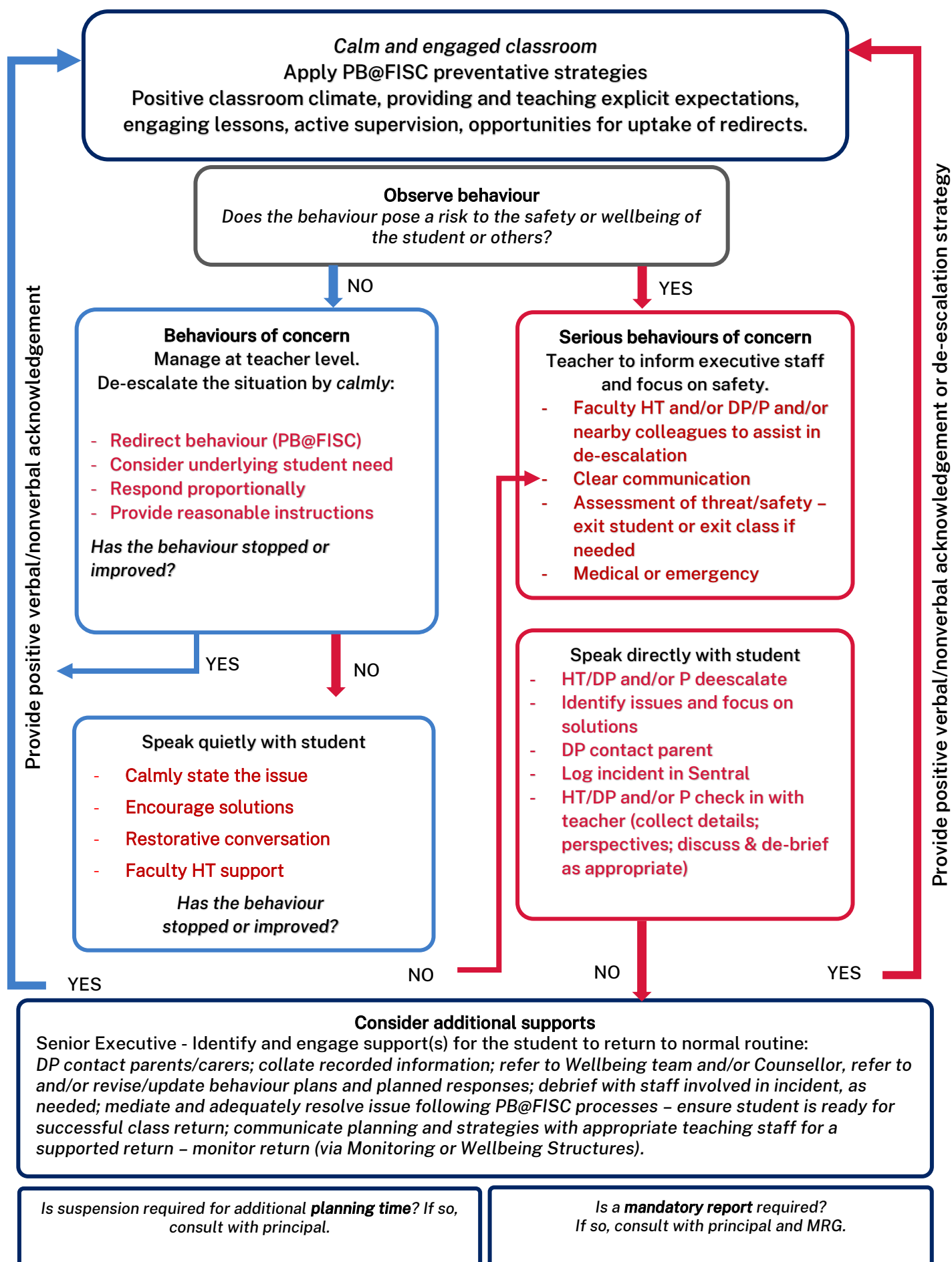
Strategy	When and how long?	Who coordinates?	How are these recorded?
Consistent classroom management and expectations - Restorative coaching and conversations – Positive expectations modelled and guided.	All staff all classrooms (PB@FISC)	CT's	Noted in Sentral Wellbeing Module
PB@FISC Restorative Discussions – Students Pushing the Boundaries are engaged in respectful conversations that redirect to expectations.	At point of need – students Pushing the Boundaries	CT's supported by HTs	Noted in Sentral Wellbeing Module
Mediation and addressing conflict and disagreement	Point of need	ARCOs; CT's/HTs; DP	Noted in Sentral Wellbeing Module
Faculty Monitoring	PB@FISC Guide	CT's in collaboration with Faculty Heads	Sentral record: Completed Monitoring Card scanned and attached
YA Monitoring	Proactive approach - generally discussed Cohort Support Meetings	Year Advisors – Supported by HTWB/DP	Sentral record: Completed Monitoring Card scanned and attached
DP/College Monitoring	Students placed on more than one Faculty monitoring or presenting with documented entries (Sentral) in multiple areas)	DP	Sentral record: Completed Monitoring Card scanned and attached
Suspension /Suspension Resolutions	Point of Need – crossing the Line (PB@FISC)	DP/P	Sentral/DP Notes

Review dates

Last review date: 2.12.24

Next review date: 24.11.2025

Appendix 1: Behaviour management flowchart



Appendix 2: Bullying Response Flowchart (Optional)

