

Lucas Heights Community School

School Behaviour Support and Management Plan

Overview

Lucas Heights Community School is committed to explicitly teaching and modelling positive behaviour, and to supporting all students in engaging with their learning. Key programs prioritised and valued by the school community include our whole-school values system, Tune in Tuesdays, Resilience Project, All Shades of Deadly, School Values Initiatives, Sport, Senior Success, and First Nations Wellbeing Hub programs.

Promoting and reinforcing positive student behaviour and school-wide expectations

Lucas Heights Community School is committed to creating a positive and safe learning environment for all students. Our behaviour policy is designed to promote and reinforce positive behaviour and school-wide expectations, grounded in our core values of respect, responsibility and active learning. To achieve this, we have implemented a range of programs and strategies that focus on prevention, early intervention, targeted intervention, and individual intervention.

Our prevention programs include our school-wide values and acknowledgement system, Anti-Bullying program, and school values are taught, and teachers conduct classroom discussions and school-wide assemblies. We provide early intervention through our Wellbeing teams, which include a school counsellor, a learning support teacher, and a Student Support Officer. These professionals work closely with classroom teachers to identify and support students who may require additional support academically, socially, or emotionally. Our targeted programs include workshops on topics such as cyber safety, anti-bullying, and social-emotional learning. For students who require more targeted intervention, we offer a range of programs, including the school's mentoring and Peer Support programs, RAISE, restorative circles, and My Strengths. We also have a 'Student Leadership Program' which provides opportunities for students to develop their leadership and teamwork skills, and to promote positive behaviour amongst their peers.



Finally, for students who require individual interventions, we offer a range of personalised programs, including one-on-one counselling, mentoring, behaviour monitoring, and goal-oriented plans. These programs are tailored to each student's individual needs, developed in consultation with key stakeholders, and designed to provide additional support to help them reach their full potential.

Overall, Lucas Heights Community School is committed to promoting positive behaviour and school-wide expectations through a range of preventive, early intervention, targeted, and individual intervention programs. By fostering a positive and safe learning environment, all students can connect, succeed and thrive at school.

Lucas Heights Community School has the following school-wide rules and expectations:



LHCS

School Values Classroom

RESPECT

- Listen for and follow teacher instructions
- Use appropriate language
- Be considerate of others and their right to learn
- Value inclusion and the opinions of others



RESPONSIBILITY



- Be prepared with all learning equipment - every lesson, each day
- Arrive to class on time
- Take pride in your uniform
- Use technology appropriately

ACTIVE LEARNING



- Always try your best
- Ask for help when you need it
- Engage with set tasks
- Engage positively with the class and teacher directions



LHCS

School Values Playground

RESPECT

- Put your rubbish in the bin
- Treat your peers with kindness
- Follow teacher instructions
- Be inclusive of others



RESPONSIBILITY

- Stay in bounds - right place, right time
- Move around safely
- Take care of your play environment and equipment
- Be sun safe- no hat, COLA play

ACTIVE LEARNING

- Be fair on the field
- Cooperate with others
- Display positive citizenship
- Move to class on time



Lucas Heights Community School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- K-12 Merit Award System
- House Points and Tokens System
- School Values Initiatives
- The Resilience Project
- Reflection Room
- Monitoring Cards
- Bounce Back Program
- Restorative Circles
- Detention

Behaviour Code for Students

The Behaviour Code for Students can be found at:

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01>.

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
K-12			
Prevention	-Values Systems -Resilience Project -High Expectations -Communication Systems -Attendance Monitoring Procedures -Anti-Bullying Policy -Common Language -Quality Teaching Practices (Evidence-based classroom)	The school promotes universal prevention strategies through a whole-school values system, a common language, and a reward system for positive reinforcement. The values underpin discipline systems and remediations. Student safety and engagement are supported through best-practice attendance-monitoring	Students K-12

Care Continuum	Strategy or Program	Details	Audience
	management) -Collaboration Project -Professional Learning -Restorative Practices -First Nations Wellbeing Hub -Social & Emotional Learning - School Therapy Dog - Recognition of positive behaviour -Recognition of 95+ attendance for all students k-12	procedures and consistent communication with parents/carers. LHCS promotes and supports inclusivity, self-efficacy, and engagement through our First Nations Wellbeing Hub, Anti-bullying policy, restorative practices, and evidence-informed practice in the classroom. Student connection has been furthered since 2022 with the utilisation of the school's therapy dog, River. Students receive merit certificates and special awards at assemblies weekly. Recognition Assemblies are run once per term	
Early Intervention	-Personalised Learning through LST -Curriculum Links -Peer Mentoring -Restorative Circle -Police Liaison Officer -Attendance Monitoring Communications -Social Stories -School Therapy Dog -First Nations Wellbeing Hub -Analysis of Wellbeing and Learning Data -Wellbeing and Learning Support Team Meetings -Meeting with staff and parents to provide advice and discuss student needs.	Whole-school systems for early intervention include data-informed personalised learning and the analysis of Wellbeing data to address needs. Fortnightly Learning Support and Wellbeing Team meetings provide the opportunity for communication and implementation of strategies for students requiring intervention in their learning or wellbeing. Early intervention strategies and programs are evaluated and refined regularly to ensure best practice and efficacy.	Students K-12 Parents and Carers

Care Continuum	Strategy or Program	Details	Audience
		Peer mentoring and restorative circles are facilitated by specialist staff, are drawn upon to address students' wellbeing needs as they arise, and are a highly effective early intervention practice.	
Targeted Intervention	-Personalised Learning and Support Plans -Monitoring Cards - Strategic Professional Learning -LST Observations to inform practice -Head Teacher/Supervisor Check-ins -SLSO Playground and Classroom Support -Peer Mediation -Restorative Circles -Transition Programs -Personalised Learning and Support Plans -Learning and Support Teams recommend targeted interventions for referred students. -Aboriginal Education Officer -NDIS Connection Desk - Strategic referrals through the wellbeing team, including SS and School Psychologist	Whole-school strategies for targeted interventions include bespoke programs for key transition points across K-12, with a focus on connection. The Wellbeing and Learning Support Teams conduct regular check-ins with at-risk students and those requiring additional support. Sentral Wellbeing is used to disseminate personalised learning and support strategies and communications for students requiring targeted interventions to best practice, and the most efficacious supports are administered. A variety of student groups are supported through the Aboriginal Education Officer, local youth project services, the NDIS connection desk, and teacher-run groups, to encourage connection and a sense of belonging for students requiring additional interventions. Staff continue to build capacity through ongoing and strategic professional learning.	Students K-12 identified through Learning and Support Team recommendations. Parents and Carers

Care Continuum	Strategy or Program	Details	Audience
		Staff refer students according to the Stepped Care model, with HTWB and Senior Executive triaging to key personnel through a confidential Google Form. Two-way feedback, where appropriate, is enacted from our counselling service to ensure wraparound support measures are in place at the point of need.	
Individual Intervention	-Personalised Learning and Support Plans -Student Behaviour Support Plan -Health Care and Medical Plans -Behaviour Support Plans - Integration Funding Support - Student voice - Access request for alternative placements -Return from suspension meetings -Partial attendance plans -Team Around the School requests support - The Learning and Support Team conducts assessments and implements strategies to support students. -Collaboration on the development of plans with parents. -Transition programs -Access to non-government agencies and professionals -NDIS Connection Desk	Student and parent agency is enhanced through a case management approach, with key Delivery Support personnel advising on supportive pathways for curriculum and wellbeing. Expectations for parents and carers to engage with the school around their child's learning and wellbeing is facilitated through case meetings where appropriate to collaborate on management strategies such as student monitoring cards, restorative practices, learning support accommodations and adjustments, mainstream integration and reverse integration opportunities for students with a disability, access requests for more appropriate placements and class placements. Students are continually supported through this two-way communication, and their own agency is facilitated through student voice in these meetings and through case management with the wellbeing and	Students K-12 identified through Learning and Support Team recommendations. Parents and Carers



Care Continuum	Strategy or Program	Details	Audience
	- Complex Case meetings in partnership with Delivery Support	learning support teams. Parents and carers are involved in the development of personalised learning plans, pathways and transition programs, underpinned by advice through the Team Around a School. The School Community Charter underpins communication with our parents and community to ensure the best interests of students are placed at the centre of decision-making and implementation of management strategies.	

*Insert more rows as required.



LUCAS HEIGHTS COMMUNITY SCHOOL
Student Support Referral

STUDENT FULL NAME: _____ CLASS/YEAR: _____ DATE: _____

REFERRING TEACHER: _____ FACULTY: _____ SUBJECT/COURSE: _____

REASON FOR REFERRAL: (Please tick)

- ☐ Academic ☐ Behaviour ☐ Emotional ☐ Welfare ☐ Physical ☐ Social ☐ Family ☐ EALD
☐ Hearing ☐ Vision ☐ Language ☐ High achiever (GAT) ☐ Medical ☐ Special Provisions

STRATEGIES AND INTERVENTIONS: Strategies already attempted to overcome difficulty: Please tick and add others if not listed. **Provide brief details of concern and/or observations**

Contacted parents ☐ Adjustments made to teaching, learning and assessment ☐ Sentral entries
Faculty card ☐ Detention ☐ Smiley Letters ☐ Rewards ☐ Head Teacher interventions ☐ Other

TEACHER REPORT: Please indicate the areas this student is showing difficulties with by ticking the appropriate boxes. Add any relevant comments in the spaces provided.

LEARNING:

- | | | | |
|--|---|--|---|
| ☐ Reading independently | ☐ Reading aloud | ☐ Writing | ☐ Copying from the board |
| ☐ Comprehension | ☐ Speaking | ☐ Listening | ☐ Following instructions |
| ☐ Staying on task | ☐ Completing tasks | ☐ Completing HW | ☐ Answering questions |
| ☐ Asking questions | ☐ Participating in discussions | | ☐ Retaining information |

Comments: _____

BEHAVIOUR:

- | | | | |
|--|---|---|--|
| ☐ Leaves seat | ☐ Calling out | ☐ Talking | ☐ Throwing objects |
| ☐ Easily distracted | ☐ Distracts others | ☐ Touches others | ☐ Fighting |
| ☐ Swinging on chair | ☐ Swearing | ☐ Moody | ☐ Lacks anger control |
| ☐ Usually late | ☐ Teases/harasses | ☐ Does not bring equipment | |

Comments: _____

SOCIAL SKILLS:

- | | | |
|--|---|---|
| ☐ Shouts | ☐ Does not hold eye contact | ☐ Inappropriate posture |
| ☐ Poor hygiene | ☐ Appears tired or listless | ☐ Can't read body language |
| ☐ Poor attention skills | ☐ Inappropriate humour | ☐ Fidgets continually |
| ☐ Continually argues | ☐ Has difficulty with sequence | |

Comments: _____

WHAT DO YOU WANT TO ACHIEVE FROM THIS REFERRAL?

QUICK REVIEW: (Please tick boxes)

Yes

No

Does the student know that you are making a referral?

☐☐

Does the parent/carer know you are making a referral?

☐☐

Does the Year Advisor know you are making the referral?

☐☐

Would you like to attend a LST meeting to discuss the referral?

☐☐

ADDITIONAL COMMENTS:

TEACHER SIGNATURE:

DATE:

HEAD TEACHER SIGNATURE:

DATE:

Wellbeing self-referral form

B *I* U  

Please use this form if you wish to see the School Counsellor, Jeff or your YA for additional wellbeing support.

This form is automatically collecting emails from all respondents. [Change settings](#)

Who would you like to see? *

- ☐ Year Adviser
- ☐ School Counsellor/Psychologist
- ☐ Student Support Officer (Jeff)

What is the wellbeing related reason for wanting to see this person? *

Long answer text

What strategies have you tried already to support your wellbeing? *

- ☐ Breathing exercise (e.g. take 3 deep breaths, or use an app like Calm or Smiling Mind)
- ☐ Ask the teacher for help (if anxious about not understanding work/feeling behind)
- ☐ Use a stress ball or fidget item
- ☐ Ask for a time out or brain break
- ☐ Draw or colour in an image for 5 minutes
- ☐ No strategies tried yet
- ☐ Other...

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Detention and/or conference (Classroom/Staffroom)	Time is based on age, ability and circumstance. Students are provided with time to have lunch and or recess, a minimum of 10 minutes.	K-12 teaching staff and executive	Sentral Teacher Diary
Reflection Room (Classroom)	Time is based on age, ability and circumstance. Students are provided with time to have lunch and or recess, a minimum of 10 minutes.	Executive	Sentral
Restorative Practices	When a situation requires remediation, teachers use the restorative practices framework to help students problem-solve.	Staff K-12 School Counsellors	Sentral Teacher Diary

Partnership with parents/carers

Lucas Heights Community School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by communicating and consulting at P&C meetings.

Lucas Heights Community School will communicate these expectations to parents/carers by sharing the LHCS School Behaviour Support and Management Plan at P&C Meetings, Meet the Teacher events, Whole School Assemblies, and through online communication, including the LHCS website, School Bytes, LHCS Facebook, and parent emails.

School Anti-bullying Plan

- [Bullying of Students – Prevention and Response Policy](#)
- [Anti-bullying Plan](#).



Reviewing dates

Last review date: 4th February 2025

Next review date: 4th February 2026