



Mosman High School

Behaviour Support & Management Plan

Mosman High School Behaviour Support and Management Plan

Overview

This School Behaviour Support and Management Plan is a means of providing a safe, challenging, and creative environment for all members of our school community. It aims to increase student engagement and learning through safe and inclusive positive behaviour support.

At Mosman High School our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to student challenges consistently and to support students to acknowledge inappropriate actions and learn from their behaviour.

To achieve this goal, key approaches and programs prioritised and valued by our school community are:

- Peer Support Program (Years 7, 9 & 10)
- Year 10 Life Ready Camp
- Wellbeing Camps (Years 7, 8, 9)
- Sleep Connection presentation for Years 11 and 12
- Targeted intervention strategies including Paul Dillon (Years 10, 11, 12), and YSafe (Years 7, 8, 9)
- Year group specific Wellbeing Programs including 'GPs in School'
- PDHPE curriculum supporting student health, safety, and wellbeing
- Year 12 mentoring
- Senior (Years 11 and 12) Progress Interviews
- Year 10 Subject Selection Interviews
- Staff Professional Learning (Youth Mental Health First Aid training)
- Year 7 Transition Program and 'O Week'
- SSO Early Intervention programs
- Learning Support early intervention strategies
- Literacy Intervention strategy- Writing with precision and confidence/academic writing program/master classes

- Student advocacy opportunities -Student Representative Council/focus groups/Student Wellbeing Team
- Programs supporting individual students including RAISE, and Top Blokes
- Each Year Group has two Year Advisers as well as a Stage Head Teacher
- Each Stage has a designated deputy principal as well as designated an anti-racism officer

These programs prioritise social and emotional learning to promote student mental health, positive relationships, and the prevention of bullying.

Objectives - Guideline statement

The School Behaviour Support and Management Plan is underpinned by:

- A student-centred, positive, strengths-based approach
- A care continuum which involves a strategic whole school approach to explicitly teaching social and emotional skills and behaviour expectations which is proactive and prevention focused.
- Collaborative partnerships between schools, students, parents, carers and community members.
- Expectations of a high standard of behaviour from students to create a safe, inclusive and respectful school environment.

The School Behaviour Support and Management Plan must:


- Communicate a strategic, integrated whole school approach
- Incorporate a multi-tiered care continuum to support all students
- Establish and maintain high expectations for students through effective role modelling, explicit teaching and planned responses
- Establish expectations for parents and carers to engage with the school to develop and implement individual behaviour management strategies
- Embed inclusive and equitable practices to promote positive student behaviour
- Include strategies that recognize, reinforce and teach inclusive and safe behaviours
- Ensure that all students can access and participate in education with reasonable adjustments.

Context

Schools and their communities work together to provide quality learning environments.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

When parents enrol their children at Mosman High School they enter into a partnership with the school. This partnership is based on a shared commitment to provide



opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of behaviour support in our school.

The aim of the partnership between school community members and Mosman High School is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

In implementing the School Behaviour Support and Management Plan, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

The School Behaviour Support and Management Plan may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

Partnership with parents and carers

Mosman High School partners with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and the local AECG
- conducting Stage wellbeing team meetings with all parents as well as subject selection evenings with all parents and inviting all parents to their student's Google Classroom page
- meeting twice a term with the P&C Wellbeing committee to discuss speakers and programs and provide opportunities for parent seminars. This committee consists of parents, students and wellbeing committee staff.
- Teachers regularly communicate with parents through 'Letters of Concern', and notification of issues including N award warnings.
- using concerns raised through complaints procedures to review school systems, data and practices.

These expectations are communicated to parents/carers through the school newsletter, Principal's Updates, the website and links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations

At Mosman High School, all students have the right to:

1. be safe at school
2. access and fully participate in their learning
3. be treated with respect by other students, teachers and school staff
4. express their views, set goals and self-advocate.

Mosman High School has the following school-wide expectations:

- Be respectful of their peers, staff and themselves.
- Act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- Meet the school's agreed dress code
- Attend school every day (unless legally excused)
- Use accurate and appropriate language to describe the difficulties they face.
- Undertake a self-check before seeking help. This includes reflecting on initial thoughts and "thinking again".
- Understand that feelings come and go and that not all emotions need to be acted on.
- Use critical thinking skills and problem-solving strategies to work through difficulties.
- Learn and use self-calming skills and relaxation techniques.
- Support each other to stay calm, manage emotions and become problem solvers.
- Seek help when they cannot resolve problems using their own skills.
- Be safe and not violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco to school.
- School Expectations are shared with the whole school community.
- The principal and school staff, using their professional judgment, maintain discipline and provide safe, supportive and responsive learning environments and apply appropriate action when students are not meeting these expectations.
- Whole school values in collaboration with the school community, underpin these expectations.



Mosman High School Values

Value

In the classroom

Be Responsible

Be honest and trustworthy
Make goals about your learning
Strive for your personal best
Observe rules of no eating, drinking, chewing or using a mobile phone

Be Respectful

Be polite and courteous
Value your belongings and the property of others
Value creative and individual expression
Be tolerant of difference
Value your student leaders' contribution

Be Safe

Work and behave in a safe manner

Be Co-operative

Be prepared and punctual for all lessons
Complete tasks as directed
Be prepared to work effectively as a team member

Be Considerate

Give others a fair go
Keep your learning environment clean and tidy
Consider the dignity of others and behave compassionately

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

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

Whole School Approach and Care Continuum

At Mosman High School, our school embeds student wellbeing and positive behaviour and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships.

These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines & procedures that are communicated clearly
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
- providing carefully sequenced engaging lessons that provide student choice
- differentiating learning content and tasks to meet the needs of all learners.
- student flags on Sentral are updated as required
- teachers regularly check student flags on Sentral and other wellbeing notices

Care Continuum	Strategy or Program	Details	Audience
Prevention	Professional Learning	All staff participate in targeted professional learning, including training in wellbeing programs and reflective conversations.	All teaching, SAS, SSO and SLSO staff
Prevention	Professional Learning	Targeted professional learning for wellbeing initiatives (e.g. Peer Support training, mental health first aid, RIOT).	Wellbeing team, teachers, SSO and SLSO staff
Prevention	Classroom	Strong student teacher relationships. Systems and structures in classrooms that support positive behaviour including the Level system.	Classroom teachers
Prevention	Attendance	Every day attendance is compulsory. The importance is communicated to parents via the parent portal, updates and website. Department of Education policy in terms of approving leave is adhered to: https://education.nsw.gov.au/schooling/school-community/attendance-matters-resources-for-schools/compulsory-school-attendance	Parents Students Staff
Prevention	PDHPE programs	Delivery of PDHPE curriculum develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts.	PDHPE teachers and students
Prevention	Library	Maintains resources for students on a range of wellbeing topics, including stress-management techniques, sleep tips and positive friendship behaviours.	Students
Prevention	Parent Hub	Online Hub on website with resources and links to support services for parents and families. https://studentwellbeinghub.edu.au/	Parents
Prevention	Wellbeing Resources	Google Classroom	Year group
Prevention	Year 7 Transition Program	Year 7 Transition program or 'O Week' incorporates an introduction to high school, MHS, curriculum and wellbeing supports and computer hygiene.	Year 7 students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Peer Support program	Year 7 and 10 Peer Support Program	Wellbeing Team, Year 7 students and Year 10 students.
Prevention	Wellbeing/ Leadership Camp programs	Wellbeing/leadership camps that build the capacity of students to collaborate effectively with each other to achieve their personal best. The Year 7 camp focuses on transition to high school and making new friends. The Year 8 camp focuses on environmental sustainability. The Year 9 ski camp focuses on student wellbeing and the Year 10 'Life Ready' camp focuses on building student strengths for HSC success.	Students of Year 7, 8, 9 and 10
Prevention	Year 12 Mentoring program.	Students are assigned teacher mentors.	Year 12 students
Prevention	Year 12 Progress Interviews	Senior executive and key staff members have interviews with each Year 11/12 student to discuss their progress, goals and post school destinations.	Year 11/12 students
Prevention	Life Ready Program	The Life Ready course is designed to prepare and support senior students as they encounter situations related to health and safety – as they become more independent and gain more responsibilities and the Year 10 'Life Ready' camp focuses on building student strengths for HSC success.	Year 10 students
Prevention	Year group specific wellbeing programs	Specific programs for each year group includes the Year 11 GPs in Schools, cyberbullying programs, Drug Education programs, police seminars, work experience and careers programs.	All students
Prevention	Year 10 interviews	Students in Year 10 are interviewed by Executive and key teachers to review their goals, senior courses and post school destinations.	Year 10
Prevention	Wellbeing activities	Student-run events such as Fun Days, RUOK? Day, International Day etc..	Whole School
Prevention	Student Wellbeing Team	Year 12 Leadership Council Wellbeing Team provides student voice and advocacy to inform whole school wellbeing initiatives and priorities.	Select students from Year 12. Whole School
Prevention	Assessment & Subject Selection	Assessment Handbooks, Patterns of Study, Subject Selection Sessions and Individual	Year 8,9,10,11 & 12 Parents and Teachers

Care Continuum	Strategy or Program	Details	Audience
		Interviews and Parent/Teacher/Student nights for each year group.	
Prevention	Check in assessment	NAPLAN, Minimum Standards, and internal assessments are used to provide data to support students	All students Teachers Parents
Early Prevention	Student Support Officer (SSO) Early Intervention Programs	SSO runs small group programs with selected students to promote emotional and social skills (e.g. Wednesday breakfast and Thursday games lunch)	Identified students in small groups.
Early Intervention/Prevention	Sleep Connection workshops.	Sleep workshops for students across year groups including parent workshops.	Years 11 and 12 Parents
Targeted Intervention	Lunch Clubs	Lunch time clubs as an alternative option to the playground, such as Chess Club, art club, SSO small group programs	All students
Targeted Intervention	Learning and Support Team Early Intervention Strategies.	Fortnightly Learning and Support Team meetings to discuss data from Sentral, flagging individual students with specific needs, discussing plans and reviewing strategies already in place. Referral to further internal support including Wellbeing Team, Counsellors, SSO, EALD team or external supports are made. Learning Support Referral Process Behaviour management and Wellbeing referral processes	Individual students, teachers and parents.
Targeted Intervention	Learning & Support room	The Learning Support Team offers guidance and support to students in this inviting space.	Identified students.
Targeted Intervention	Year Group Meetings	Year groups meetings and assemblies to address specific issues, such as bullying and cyber safety.	All students
Targeted Intervention	Learning and Support Team Targeted Intervention Strategies.	The Learning and Support Team works with teachers, students and families to support students who require personalised learning and support.	Individual students, families, staff
Targeted Intervention	Stage wellbeing meetings with Year Advisors, Deputy Principal and HT Wellbeing.	Year Advisors meet with Deputy Principal and HT Stage meet every fortnight to monitor attendance, discuss wellbeing concerns, monitor identified students and devise intervention strategies. Whole cohort proactive strategies implemented. Referral to further internal support including Learning Support Team, Counsellors, SSO, EALD team or external supports are made.	Year Groups Identified students of year groups.

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Leadership opportunities	Student Voice groups including elected groups such as SRC, Charities and Social Justice, Year 12 Student Wellbeing Team and Year 12 Leadership Council. Informal student voice groups including student-led lunch clubs. Extra and co-curricular groups, for example sport and music.	All students
Individual Intervention	Check ins	Regular check-ins with students who have specific behavioural and/or emotional needs by Wellbeing Team members.	Identified students, teachers and parents.
Individual Intervention	Individual Support Plans	Learning Support Plans Independent Education Plans Individual Behaviour Support Plan Risk Management Plans EALD Plans	Individual students, teachers and parents. External specialists - psychologists
Individual Intervention	Behaviour Plans	Behaviour plans devised in consultation with parent/carer to provide strategies and adjustments for identified behaviours at varying levels to keep all students safe. Designed to support improvement in regulation. Behaviour Response Plans	Individual students, teachers and parents. Third party external Professionals e.g. at Macquarie Park
Individual Intervention	Risk Management Plans	Written for students needing significant safety measures (physically, mentally or emotionally). Risk Management Plans	Individual students, teachers and parents. External third party Professionals.
Individual Intervention	School Learning Support Officers	Funds are allocated for students needing specific support.	Individual students
Individual Intervention	Wellbeing system for Student Self-Referral	Students can self-refer to staff members for wellbeing support.	Individual students
Individual Intervention	Referral to school counsellors or external support services.	Students are referred or can self-refer to counselling services.	Individual students
Individual Intervention	Adjustments for students with disability	Adjustments are made for students with learning support plans, independent education plans and disability provision plans. Adjustments to Assessment for Students with Disability HSC Specific See ACE 8029 , ACE 8072	Individual students
Individual Intervention	EALD support plans	EALD support plans are created, implemented, monitored and evaluated with reference to EALD progressions.	Individual students

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Attendance monitoring	Wellbeing team monitors individual student attendance. If a concern is indicated, parents and students are counselled and if necessary an attendance plan is created with assistance from the Home School Liaison Officer.	Identified students.
Individual Intervention	NESA warnings	Head Teachers and Deputy Principals follow NESA N warning flowchart (Stage 6) .	Identified students
Individual Intervention	Malpractice	Head Teachers and Deputy Principals follow Malpractice Flowchart .	Identified students

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

Planned responses to behaviour that do not meet school expectations are either teacher or executive managed. Staff use their professional judgement and the Mosman High School Level System and the [Level System flowchart](#): in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground. See Level System in the [Level System flow chart](#)
- **Executive managed** – behaviour of concern is managed by school executives (Head Teacher, Deputy Principal or Principal).

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

At Mosman High School, appropriate corrective responses are determined in accordance with the [Level System flowchart](#): and may include:

- rule reminders
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change
- stay in at break to discuss/complete work/walk with teacher
- conference
- reflection and restorative practices
- communication with parent/carer

Mosman High School has developed and implemented an anti-bullying plan, (integrated into the [Bullying Response Flowchart](#) consistent with the Student Behaviour policy - [Bullying: Preventing and Responding to Student Bullying in Schools Policy](#)

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include:

- following the Behaviour Management and Wellbeing flowchart
- documenting in Sentral

- determining appropriate response/s, including supports for staff or other students impacted
- referring/monitoring the student through the school wellbeing team
- developing or reviewing individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- reflection and restorative practices (listed below)
- liaising with senior executive for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- issuing a formal caution to suspend, suspension or expulsion.

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 at Mosman High School 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, where there is a clear and close connection between the school and students' conduct.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

<p>Mosman High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:</p> <p>Prevention</p> <p>Responses to recognise and reinforce positive, inclusive and safe behaviour</p>	<p>Early Intervention</p> <p>Responses to minor inappropriate behaviour are teacher-managed.</p>	<p>Targeted/Individualised</p> <p>Responses to behaviours of concern are executive managed</p>
<p>1. Values and Expectations are shared with the whole school in a variety of forums including school assemblies, year meetings, student diary, student teams, portals and websites. Behaviour expectations are taught and referred to regularly. Students are acknowledged for meeting school-wide expectations and rules.</p>	<p>1. Refer to school-wide expectations and follow Learning and Support Flowchart, Bullying Response Flowchart, Level System Flowchart and Referral systems including EALD support.</p>	<p>1. Contact made immediately and directly to the Executive (Head Teacher, Deputy Principal or Principal) depending on severity and risk of incident. Flowcharts and procedures to assist decision making include: Learning and Support Flowchart, Bullying Response Flowchart, Suspension and Expulsion Procedures (DoE).</p>
<p>2. Addressing behaviours of concern.</p>	<p>2. Teacher reiterates expectation and conducts a conversation. Teacher allows student space and time to reflect and regroup. Teacher re-checks Plans and / or Risk Management Plan. Teacher negotiates restorative practice with the student including L:evel system. Sentral record is made and referral if needed.</p>	<p>2. Teacher / Executive member to take immediate steps to restore safety and return the situation to calm. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Addressing non completion of tasks or lack of engagement.</p>	<p>3. Teacher discusses with the student after consulting any Plans / adjustments. Teacher negotiates submission and informs the Head Teacher. Teacher uses classroom management strategies and Level system Sentral record made.</p>	<p>3. Head Teacher takes action as appropriate to year group e.g. faculty policy, informal warnings or NESA Non award flowchart. Sentral record made.</p>

4. Malpractice in the completion of a task e.g. use of AI	4. Teacher discusses with student and refers to Head Teacher. All students participate in HSC All MY Own Work Sentral record made.	4. Head Teacher follows <u>guidelines regarding malpractice</u> and a Sentral record made.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Communication of Behaviour Support and Management Plan communicated on school website and parent portal. Values and expectations communicated to whole school community.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be discussed.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to positive behaviours

Mosman High School uses the following strategies and systems to explicitly recognise and reinforce positive student behaviour and behavioural expectations:

Recognition and reinforcement of positive, inclusive and safe behaviour	Responses to positive behaviour are teacher-managed	Whole school recognition of positive behaviours are executive managed
1. Students are acknowledged for meeting school-wide expectations and rules in the classroom.	Class Merit letters are given by teachers recognising effort and achievement in the classroom	Student awards for positive behaviour are given at assemblies and contribute to the award system and presentation day assembly.
2. Students are acknowledged for 100% attendance each semester	Teachers acknowledge excellent attendance with positive notification emails to parents from teachers.	The principal sends a positive acknowledgement email to students' parents when a student achieves 100% attendance each semester.
3. Principal's Awards for Excellence and Achievement	Teachers acknowledge student diligence and positive values in the semesterised subject reports	The Principal identifies from semesterised reports students who have shown a consistent work ethic, positive values and academic excellence

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](#)

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](#).

Staff will use flowcharts to report and record behaviours of concern including the [Learning and Support flowchart](#), [Level System flowchart](#) the [Bullying Response Flowchart](#) and referral systems.

Reviewing dates

Next review date: Day 1, Term 3, 2025



Appendices:

1. Wellbeing procedures including role statements
2. Learning and Support procedures including flowchart
3. HPGE procedures including flowchart
4. Level system procedures including flowchart
5. Bullying response procedures including flowchart
6. Stage 5 & 6 N warning procedures
7. Positive commendation process
8. Department student behaviour support flowchart
9. Department Suspension & Expulsion Procedures
10. Anti-racism procedures including flowchart
11. Department behaviour code for students
12. Attendance procedures

Wellbeing Procedures

Rationale

All students have the basic right to experience a safe, encouraging, and rigorous learning environment which develops their abilities, talents, and gifts to achieve their personal potential. The context for the Mosman High School learning community is to aspire to achieve this optimal potential for our students within a caring, encouraging, and supportive wellbeing framework. This framework will be a model for our students to care for and display a responsibility towards one another and to make leadership and citizenship contributions towards our school and community.

- **Building Emotional Strength (Strategic Direction 2)**

All students should feel confident, happy, and supported at school. All students should have the opportunity to connect, succeed and thrive at each stage of their development and learning. Our Learning and Support and Wellbeing teams will monitor and support all students. All students will be supported through ongoing teacher Professional Learning with a wellbeing focus. Our target will be for all students to develop meaningful goals in learning and/or wellbeing as part of a semesterised cycle.

This Appendix outlines the roles, responsibilities, and procedures for the Mosman High School wellbeing and Learning and Support Teams.

Principal Role

The principal has responsibility for all wellbeing, inclusion, and behaviour in the school.

They are members of the Learning and Support Team and also the Stage wellbeing teams. As a member of the Learning and Support team, they attend meetings once a fortnight at 8.00 am Thursday week B. They also lead a Stage Wellbeing Team meeting on a rotational basis once a fortnight at 8.00 am Thursday week A.

- Uphold policy and processes as they relate to the protection, safety, and wellbeing of all students
- Establishing and maintaining effective communication with parents and the wider community
- Lead the coordinated support and implementation of strategies for students and their families
- Establish effective partnerships with third party organisations to support the wellbeing of students such that they thrive
- Encourage active student engagement by sustaining high standards and expectations of behaviour and attendance

Stage Deputy Principal Role

The Stage Deputy Principal is the line manager of the Stage Head Teachers. In this role their focus is on the wellbeing, and behaviour of students in two-year groups. Unlike Year Advisers the DP Stage has a role in monitoring and dealing with student behaviour. Further, Deputy Principal responsibilities foster the emotional, social, and psychological welfare of students. They collaborate with year advisers, SSO, Counsellor and Stage Head Teachers to create a safe and inclusive environment and maintain effective communication with parents and the wider community. The Stage Deputy Principal is a member or leader of the Learning and Support team and attends meetings once a fortnight at 8.00 am Thursday week B. They also attend the Stage Wellbeing Team meeting once a fortnight at 8.00 am Thursday week A.

Stage deputy principals have specific responsibilities:

- Update executive team re wellbeing in Stage report each executive meeting
- Case management of students with mental health needs
- Presenting at parent forums
- Monitor attendance including Letters of Concern & N warning letters
- Review required year reports
- Supporting Year Advisers and Stage Head Teachers
- Write, and share safety management plans and risk management plans as required
- Leading and or participating in Stage/year assemblies
- Liaise with parents of students who require disability provisions

Stage 4 Deputy Principal responsibilities

- Support Learning and Support Teacher (LST) with students transitioning from Year 6 into 7
- Support Stage HT in co-ordination of O week
- Implement and facilitate Top blokes
- Support students transitioning to high school and particularly students with learning needs
- Organise HSLP for students with poor attendance

Stage 5 Deputy Principal responsibilities

- Liaising with Careers Advisor regarding student alternative pathways
- Organise Year 5 High School experience
- Support careers adviser for Year 10 interview week
- Organise detention roster
- Coordinate vaccination program
- Coordinate Raise and Elevate
- Organise HSLP for students with poor attendance

Stage 6 Deputy Principal Responsibilities

- Liaising with Careers Advisor regarding student alternative pathways
- Managing the learning goals process
- Lead the Learning Support team and coordinate meetings
- Support Stage 5 to 6 and 6 to post-school transitions
- Co-lead and organise Year 12 Leadership Day
- Management of SSO and LaS teacher



Head Teacher Role

Head Teachers foster the connection between student wellbeing, learning, and achievement, to enable improvement.

General responsibilities relating to student wellbeing:

- ensure evidence-informed teaching strategies support individual student progress, achievement, and wellbeing
- lead and/or support the implementation of effective classroom management strategies that enable an engaging and safe learning environment
- collaborate effectively with executive, specialist teachers and external personnel to coordinate support and implement inclusive strategies for students and their families where appropriate
- promote and embed mutually respectful relationships between students, staff, and the community

Classroom Teacher Role


All classroom teachers have a student wellbeing and classroom management role. Teachers are able to make learning engaging and valued. They are able to create and maintain safe, inclusive, and challenging learning environments and implement fair and equitable behaviour management plans. They use sophisticated communication techniques. They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their students. They provide feedback on student learning and reporting to parents/carers.

There specific role is to:

- Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- Manage challenging behaviour by establishing and negotiating clear expectations with students, and address discipline issues promptly, fairly, and respectfully.
- Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum, and legislative requirements.

Stage Head Teacher Role

There are three Stage Head Teachers who aside from their faculty responsibilities have a wellbeing or pastoral role for Stages 4, 5 and 6. The Stage Head Teacher is the line manager of four-Year Advisers in their Stage; for example, Stage 4 Head Teacher is the direct line manager for Year 7 and Year 8 Year Advisers.



The Stage Head Teacher is a member of the Learning and Support team and attends meetings once a fortnight at 8.00 am Thursday week B. They also **lead** the Stage Wellbeing Team meeting once a fortnight at 8.00 am Thursday week A.

General responsibilities:

Stage Head Teachers have specific roles:

- Organise year group camps, including monitoring paperwork, payments, allocation of rooms
- Participate in Parent Forums
- Attend P&C New Student/Parent welcome evening
- Monitor and oversee the wellbeing of students including liaising with parents
- Review attendance concerns and work with Stage deputy principal
- Liaise with SSO, School Counsellors and LaST
- Organise with Principal and Deputy Principal assemblies
- Support Presentation Night coordinator

Stage 4 Head Teacher responsibilities

- Support Learning and Support Teacher (LST) with students transitioning from Year 6 into 7
- Co-ordinate O week and liaise with Peer Support
- Organise and run NAPLAN for Year 7
- Organise Year 7 PBL 'People and Places'

Stage 5 Head Teacher responsibilities

- Facilitate Year 9 NAPLAN
- Support Learning and Support - disability provisions for Year 10 half yearly exam block
- Coordinate Year 9 Ski Camp
- HSC all my own work - Year 10 Term 4
- Year 10 HSC Minimum Standards

Stage 6 Head Teacher Responsibilities

- Organise disability provision for HSC students with NESAs and Year 11 students for in-school assessments
- Organise Year 10 Life Ready camp
- Organise Year 12 Leadership Day and High Achievers forum
- Support Stage team with Year 12 graduation day and evening

Year Advisors Role


Year Advisors play a highly significant role in building such a positive, creative, and safe learning environment which supports the fundamental goals of excellence in teaching and learning and personal development. The Year Advisor has a key pastoral/wellbeing support role in the school, liaising between students, their family and other members of staff. They develop a broader and often deeper knowledge of students under their care and are usually the first port of call for students seeking information or assistance.

A Year Advisor needs to be approachable, empathic, and express an understanding of the student's perspective as well as those of other stakeholders. Perhaps their greatest service to students is the generous giving of their time when individual students need support. Year Advisors need to counsel, encourage, and keep regular contact with students who are experiencing difficulties. Their ongoing interest in and genuine caring support for students will be recognised and enormously appreciated by their year cohort. Year Advisors need to recognise when it is appropriate to pass on an issue or concern to others who have required professional expertise e.g. school counsellor, student support officer, careers advisor. Year Advisors provide special assistance to new students, helping them to settle into the culture and learning environment of Mosman High School. Year Advisors have a critical role in shaping and reviewing wellbeing policies. There are two Year Advisors for each year group.

There are key generic roles that apply to all Year Advisors as well as specific roles that apply to a particular year cohort of students.

◆ General Duties

- Provide guidance for and promote the welfare of students in their year
- Support individual students experiencing difficult times
- Assist teachers in understanding the practical needs of individual students
- Monitor trends for individual students relating to – academic progress, behaviour, attendance, social behaviour, adjustment etc. and to refer where necessary to the counsellor, Principal, DP, HT Stage
- Disseminate appropriate information to school personnel regarding issues affecting students in their year
- Suggest and support programs that develop and promote group cohesion and a sense of belonging
- Initiate and organise year assemblies as required
- Support and have a willingness to teach values in education
- Support and liaise with SRC and promote leadership within their Year Group
- Support and participate in Peer Support training and selection processes
- Promote, and assist in the organisation as well as attend camps
- Assist with Speech Night and announce all prize winners
- Triage students based on wellbeing needs
- Attend Parent Forums and Parent Teacher nights for their year group

- 
- Are the link between home and school:
 - To provide the initial point of contact for parents
 - To provide liaison between parents and the school
 - Attend term 1 Parent Forum

 - Contribute to the School Welfare Team:
 - To participate in the development and implementation of school procedures relating to Student Wellbeing
 - To attend Stage/Wellbeing committee meetings
 - Liaise with the School Counsellor and be proactive in referring students of concern as required
 - To facilitate a yearly transition with other Year Advisers

 - As an Administrator:
 - Maintain a check on student attendance between 80-90% and intervene where necessary
 - To assist with new enrolment procedures e.g. morning tea week 4 once a term
 - Survey students' interest/activities at reporting time and add to reports
 - Add student Learning Goals and activities to reports
 - Manage Year group Google Classroom
 - Attend Presentation Night

NOTE: Year Advisers are not responsible for Behaviour of students in their Year Group.

◆ Specific Duties

Year	Duties
Year 7	<ul style="list-style-type: none"> • Assist with O Week • Organise Year 7 camp rooming and student placement • Support HT Stage in organising PBL People and Places • Participate in 'Grandparents Day' • Choose students to speak at Year 12 graduation
Year 8	<ul style="list-style-type: none"> • Organise Year 8 camp rooming and student placement • Speak at year assemblies if able to attend • Choose students to speak at Year 12 graduation • Contribute ideas to the selection of Top Blokes and Raise • Attend Year 8 to 9 Subject Selection evening
Year 9	<ul style="list-style-type: none"> • Organise and attend Year 9 Ski Camp rooming and student placement • Assist HT PDHPE with Peer Support selection • Speak at year assemblies if able to attend • Choose students to speak at Year 12 graduation
Year 10	<ul style="list-style-type: none"> • Assist with Peer support as required • Attend and assist with Year 10 Life Ready camp • Assist with Minimum Standards as required • Speak at year assemblies if able to attend • Choose students to speak at Year 12 graduation • Participate in Year 10 Interview Week • Attend Year 10 to 11 Subject Selection evening
Year 11	<ul style="list-style-type: none"> • Organise Year 12 Jerseys in Term 3 • Co-ordinate groups for GPs in schools • Attend presentation night • Choose students to speak at Year 12 graduation
Year 12	<ul style="list-style-type: none"> • Liaise with student leadership group as required • Year 12 BBQ - coordinate food order with Maria, dietary requirements, book the venue • Join Year 12 Mentoring committee • Graduation - order flowers, YA speech, coordinate catering with hospitality • Year 12 video - must be completed 1 week before graduation and checked by senior exec. • Offer help with study skills

Student Support Officer Role

The Student Support Officer has an outreach or social worker role within the school. They work closely with the school counselling service and other wellbeing supports to assist school-aged students to develop social and emotional skills through strengths-based programs and strategies that build resilience, coping skills and positive relationships. The Student Support Officer (SSO) is a member of the Learning and Support team and attends meetings once a fortnight at 8.00 am Thursday week B.

Key accountabilities

- Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.
- Enhance student learning and wellbeing outcomes by identifying and establishing support networks for students with staff, the school community, and locally based government services and community agencies.
- Support transition, between schools and post-school enrolments by working with transition coordinators and external providers.
- Facilitate student referrals to external providers by establishing and maintaining referral pathways with appropriate local services.
- Support data collection processes to evaluate and feedback on school-based wellbeing programs and strategies.
- Support the implementation of departmental student wellbeing programs

Specific MHS responsibilities:

- Support deputy Stage 5 with Raise
- Support deputy Stage 4 with Top Blokes
- Support deputy Stage 6 with Y12 Leadership Day
- Communicate with the wellbeing team by updating on Sentral all students who access SSO support and ensure careful and accurate records of all dealings with students are maintained
- Organise the MHS breakfast club
- Liaise with external agencies to support individual and groups of students
- Develop and deliver wellbeing programs as required
- Contributes to the learning support agenda by noting any issues that arise over the previous fortnight

Learning and Support Teacher Role

The Learning and Support Teacher will, through the school's learning and support team, provide direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers. Many of these students come from diverse cultural, linguistic, and socio-economic backgrounds. The Disability Standards for Education 2005 provides the context for the role and activities of the Learning and Support Teacher. Emphasis in the role will reflect the needs of individual students and school priorities and programs that support students with additional learning and support needs. The role will be underpinned by a collaborative and consultative approach so that the student and/or their parent or carer are actively involved in the student's education. The Learning Support Teacher (LST) is a member of the Learning and Support team and attends meetings once a fortnight at 8.00 am Thursday week B.

The Learning and Support Teacher:

- works collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- plans, implements, models, monitors and evaluates teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- plans, implements, models, monitors and evaluates personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer
- models exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- provides direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment, and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.
- provides professional specialist advice, support and mentoring to classroom teachers on: - how best to cater for the diverse learning needs in their classrooms, and - how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- provides professional specialist advice and assistance about students with additional learning needs to the school's learning and support team
- assists with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.
- contributes to the learning support agenda by noting any issues that arise over the previous fortnight



School Psychologist Role

School Psychologists apply their psychological expertise to support students to achieve cognitive, emotional, social, physical, and spiritual wellbeing. School Psychologists provide counselling and psychological assessment of students. They complement and enhance the work of teachers to strengthen student learning and wellbeing outcomes. School Psychologists work as part of a team and are professionally supervised by the Senior Psychologist, Education.

The School Psychologist (SC) is a member of the Learning and Support team and attends meetings once a fortnight at 8.00 am Thursday week B.

Specifically, the role is to:


- Apply psychological expertise to enhance and support the cognitive, emotional, social, physical, and spiritual wellbeing of students
- Support the school leadership team to build and sustain a strong culture of wellbeing
- Provide counselling using evidence-based interventions to improve the wellbeing of students
- Undertake cognitive, emotional, and behavioural assessment to contribute to the development of appropriate school-based support for students
- Work collaboratively with learning and support teams, parents and carers, and other agencies, to enhance learning and wellbeing outcomes for students
- Respond as part of a team to assist schools experiencing emergencies
- Contributes to the learning and support agenda by noting any issues that arise over the previous fortnight

Careers Adviser Role

The careers adviser helps students explore their education and career options. They liaise with parents, teachers, employers, community agencies as well as education and training providers to deliver career education programs and activities for students. They guide students to decide on and develop career goals.

Specifically, to the role they:

- Teach careers lessons as required to assist students to identify abilities, skills and interests through a range of careers resources
- Provide individual advice on resume writing, interview preparation, job search
- Liaise with TAFE for students doing TAFE courses or SBAT
- Organise work experience

- 
- Organise Year 10 interview week
 - Attend Year 10 subject selection evening
 - Advertise to senior students University Open Days and other opportunities
 - Invite guest presenters to enhance knowledge of career opportunities
 - Support students to successfully transition to post school pathways
 - Keep careful records of programs, careers counselling, work experience and workplace learning as required by legal and departmental obligations
 - Contributes to the learning support agenda by noting any issues that arise over the previous fortnight

Learning & Support Procedures

Procedures Title: [Personalised Learning & Support Procedures](#)

Policy Title: [Inclusive Education for Students with Disability](#)

Term	Definition
Inclusive education for students with disability	All students, regardless of disability, can access and fully participate in learning on the same basis as students without disability. School staff support students with disability by providing reasonable adjustments and tailoring their teaching strategies to meet students' individual needs. Inclusion is embedded in all aspects of school life, including the school's culture.
Reasonable adjustment	Reasonable adjustments are actions taken to enable a student with disability to access and participate in education on the same basis as other students.
NCCD	The Nationally Consistent Collection of Data on School Students with Disability is an annual collection of information about Australian school students who are receiving adjustments due to disability.

1. Personalised Learning & Support

1.1 Consult & collaborate with student and their support network

Students with additional learning needs are identified in THREE ways:

- Teacher referral (Sentral)
- Student referral (via staff or parents)
- Parent referral (Google Form)

All referrals are reviewed by the Learning Support Team at the fortnightly meetings. Students, parents and carers and external supports are consulted in the planning, developing, monitoring and evaluating of individualised plans.

1.2 Assess individual student needs

Once a referral has been made to the LS Team, qualitative and quantitative data is collected and analysed to determine student need e.g. NAPLAN, school-based assessment, cognitive assessments, progress report information, wellbeing data etc. This data can be obtained from various sources such as external providers, teachers, school counsellor/psychologists etc. In addition, the Learning Support teacher/s may be used to carry out literacy and numeracy skill assessments.

Following the review of data, a meeting with the student and parents and carers is made to discuss the learning needs. This meeting enables the Learning Support staff to understand the student's background, cultural knowledge, interests, strengths, goals and needs. A determination is made, by the LS Team, on the functional impact of the student's disability and appropriate adjustments are planned. In addition, a funding application may be considered based on the level of need.

1.3 Provide reasonable adjustments to meet assessed needs

Identified students are assessed to determine their disability category and level of adjustment. Once this assessment has occurred the Learning Support teacher/s will draft the students' individualised plan detailing suggested adjustments. These adjustments include modification to curriculum, instruction and the environment, where appropriate. In addition, modifications to assessment are also considered such as disability provisions for tasks under timed conditions. The draft plan is approved by the student and parents and carers. A meeting with the classroom teachers occurs to discuss the key aspects of the plan and the suggested adjustments. All plan details are documented on the students' Sentral profile.

1.4 Monitor & review adjustments impact

Student learning progress is regularly monitored e.g. teacher observation, SLSO feedback, school-based assessments, wellbeing check-ins etc. In addition, staff record, on Sentral, feedback on student plans and evidence of learning progress each semester as part of the NCCD documentation. The Learning Support teacher/s review identified students' plans every 10 weeks. Feedback is sought from students and parents and carers to determine if any changes are needed.

2. Facilitate the national data collection process

The Learning Support teacher/s in collaboration with the Learning Support Team collects and collates the data associated with identified students with disability. Each identified student has an individualised plan that outlines their disability category, diagnosis, level of adjustment and suggested strategies. Classroom teachers document on Sentral (Wellbeing module) the evidence of reasonable adjustments that have been provided to each student over a ten week period. The finalised data is reviewed by the Learning Support Coordinator and uploaded into ERN.

3. Complete Mandatory Training

The Principal, Deputy Principals and Head Teachers complete the mandatory training *Disability Training for Educational Leaders*. Mandatory training is monitored by the Principal, Senior Administration Manager and individuals to ensure compliance.

4. Roles & Responsibilities

4.1 Principal

- Lead and oversee school staff compliance with the policy
- Promote, model and embed inclusive whole school practices and culture that filter through everyday practice
- Participate in professional learning, and identify and support professional learning for staff so they can provide inclusive education for all students
- Lead curriculum implementation so students with disability are supported in developmentally appropriate ways to access the same curriculum as students with disability
- Support staff to implement reasonable adjustments for students with disability in line with the Disability Standards for Education 2005
- Facilitate and endorse the National Consistent Collection of Data on School Students with Disability (NCCD) process annually and ensure that all staff understand the NCCD process
- Seek support and advice on complete inclusion issues from learning and wellbeing coordinators or directors, educational leadership
- Ensure students, parents and carers can access appropriate complaint processes
- Embed a collaborative, consultative culture of continuous improvement to support the inclusion of students with disability.

4.2 Learning Support Team

The Learning Support team consisting of Principal, Deputy Principals, School Counsellor, L&ST (s), Careers Adviser, Stage Head Teachers and Student Support Officer. The Learning Support Team is responsible for:

- Supporting classroom teachers to identify, assess, respond to and monitor the additional learning needs of students with disability
- Undertaking a personalised learning and support process that sets measurable learning goals and demonstrates a commitment to high expectations for students with disability
- Collaborating with school staff, parents and carers, and external providers to support reasonable adjustments
- Building the capacity of staff to support students with a diverse range of learning needs by planning and implementing professional learning
- Coordinating planning and resourcing for students with disability (documentation, record keeping, communication, and monitoring and reviewing processes for adjustments)
- Supporting implementation of the NCCD
- Using the knowledge and expertise of their local and regional NSW Aboriginal Education Consultative Group (AECG) in developing and consulting on personalised learning pathways.

4.3 Learning Support Coordinator

The Learning Support Coordinator (DP) coordinates the Learning Support Team. The LS coordinator is supported by Stage Head Teachers. The coordinator is responsible for:

- Supporting the development of a school culture that embeds inclusive practice
- Coordinating professional development and support for staff to enable responsive approaches to meet the learning and wellbeing needs of students
- Planning, coordinating, monitoring and evaluating programs, practices and resources to ensure the effective and efficient support of student needs
- Working collaboratively with the LS Team, Executive Team, Wellbeing Team, classroom teachers, students and parents/carers to ensure reasonable adjustments are provided, measured, monitored and evaluated for students with disability
- Coordinating fortnightly meetings with an agenda and documented minutes
- Leading and managing the Learning Support teacher/s and School Learning Support Officers

4.4 Learning Support Teacher

- Work collaboratively with classroom teachers to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- Plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- Plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer
- Model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- Provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities
- Provide professional specialist advice, support and mentoring to classroom teachers on: how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home
- Provide professional specialist advice and assistance about students with additional learning needs to the school's learning and support team
- Build the capacity of teachers to support students with a diverse range of learning needs through such collaborative contexts as team teaching, staff meetings, team meetings, disability provisions for assessments, and short term intensive instruction
- Monitor the progress and support for transition and other programs utilised to support student learning needs.

4.5 Careers Advisor

- Provide specialist advice and assistance to the LS Team about post school pathways, workplace opportunities, taster TAFE options etc. that can support students with disability in their transition from school
- Collaborate with staff, students, parents and carers, employers, community agencies, education and training providers to plan, deliver and evaluate education programs.

4.6 School Counsellors and Psychologists

- Work collaboratively with LS Team, parents and carers, and other agencies to develop school-based support for students
- Administer cognitive, social, emotional and behavioural assessments of students and report on the results
- Assist in planning, developing and reviewing personalised learning and support planning for students with disability
- Provide evidence-based interventions to support student learning and wellbeing
- Refer students and/or their families and carers to other agencies that will support the development of student learning and wellbeing outcomes.

4.7 Student Support Officer

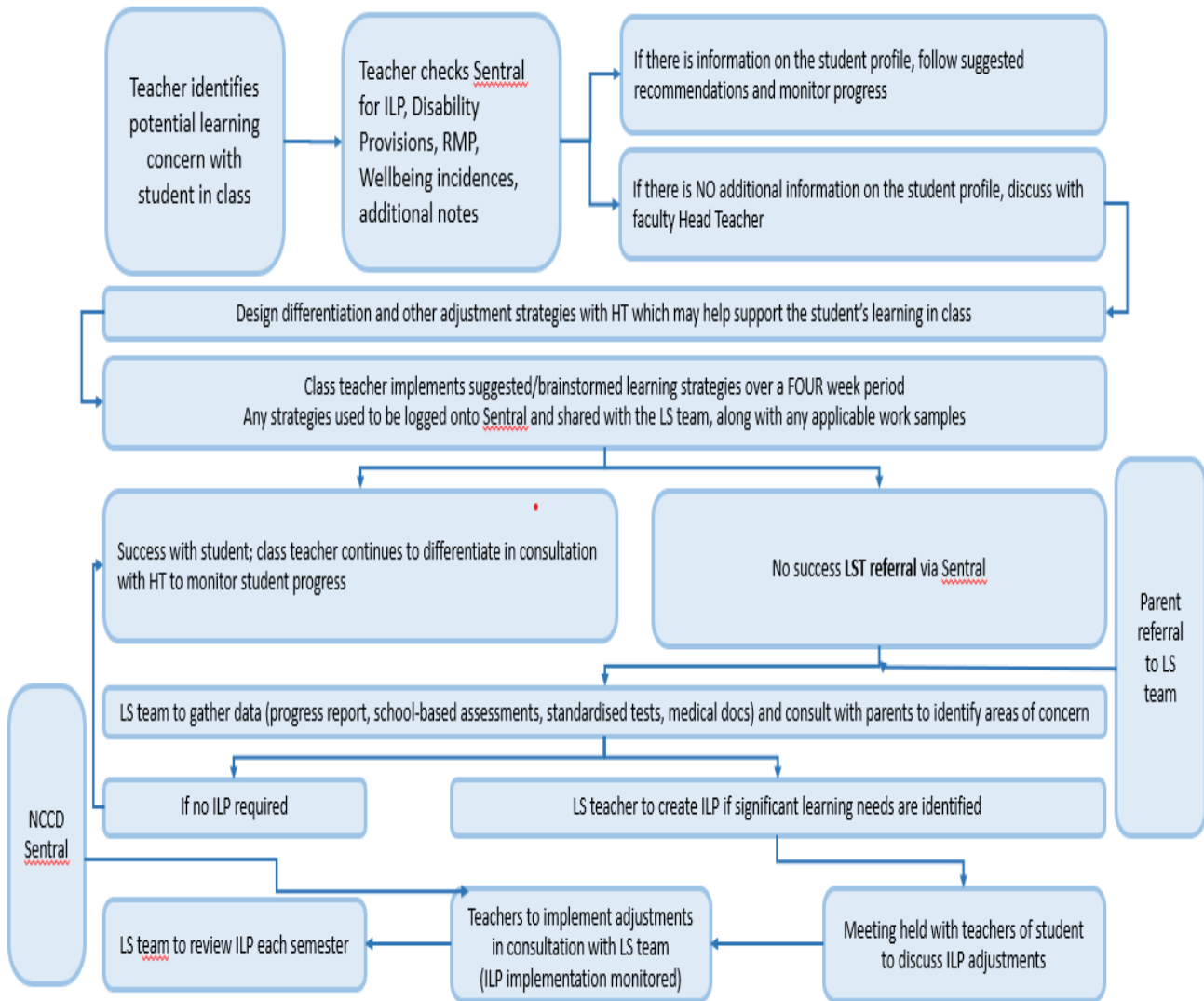
- Work collaboratively with LS Team, parents and carers, and other agencies to develop school-based support for students
- Enhance student learning and wellbeing outcomes by identifying and establishing support networks for students with staff, the school community, and locally based government services and community agencies
- Support transition, between schools and post-school enrolments by working with transition coordinators and external pathways
- Facilitate student referrals to external providers by establishing and maintaining referral pathways with appropriate local services
- Support data collection processes to evaluate and feedback on school-based wellbeing programs and strategies.

4.8 School Learning Support Officer (SLSO)

- Assist the classroom teacher in the teaching and learning environment, which includes the implementation of individual education, health management and individual transition programs
- Support students with a disability to achieve educational outcomes under the supervision and direction of a teacher
- Perform administrative duties and manage information and communication technologies to support student learning as directed by a teacher
- Provide feedback on student learning and wellbeing to the LS Team to assist in the review of individualised learning plans.

Learning Support flowchart

LEARNING SUPPORT FRAMEWORK



Appendix 3

HPGE Procedures

Professional Learning

MHS has had three six-week sessions where UNSW presenters have covered all areas of Giftedness. At the conclusion of the presentations all teachers receive a Certificate of Gifted Education (mini-COGE). Areas included in the program are:

- Gagne's differentiated model of giftedness and talent
- Characteristics and identification of gifted students
- Underachievement
- Acceleration and grouping
- Differentiation and assessment
- Instructional strategies

Programs

All MHS programs are written using the MHS program template. This template requires each program to have an overarching question as well as three questions set at Novice, Developing and Expert.

Activities within the program also cater for Novice, Developing and Expert as do the teaching strategies.

Assessments have questions that cater for all three groups N, D, E

Registration

Teachers are required to complete registration for all units of work. As part of their evaluation, they are required to discuss how they have supported and addressed the learning of N, D, and E.

Student Support

Students on entering Mosman High in Year 7 can apply for areas of learning in which they are perceived to have talent. The special programs include – visual arts, drama, music, dance, academic extension (general) and academic extension (accelerated maths)

These programs have a pathway from Year 7 through to Year 12. Where in Year 12 all students are able to choose subjects at the highest level for example extension 2 English and mathematics and other extension subjects including music and Languages.

- **Individual**

Individual students who are identified as having talent in a particular are for example Languages, mathematics and drama may be individually accelerated in their chosen subject and the school timetable makes accommodations to support these students.

- **Class**

In 2025, we have two subject areas where whole class acceleration is applied:

- Design and technology
- Mathematics

In **design and technology**, students can choose this as an elective in Year 9. Throughout Year 9 the curriculum is compacted, and they complete Year 9 and 10 within that one year. Then as Year 10 students they complete Preliminary design and technology and in Year 11 they complete their HSC in the subject.

The **mathematics acceleration** program has been operating for three years and the first group of students will be in Year 10, 2025. The gifted mathematics students are identified by testing when they are in Year 6. In Year 7 they complete compacted Year 7 and 8 syllabuses. In Year 8 they are studying Year 9 maths at advanced level (5.3). Then:

Year cohort	Level of maths studies	Notes
Year 9	Year 10 advanced	5.3, parent information evening via Zoom
Year 10	Year 11 advanced	
Year 11	Year 12 advanced	Plus Year 11 extension 1
Year 12	Year 12 extension 1 and 2	

Learning and Support Involvement

Using the criteria for giftedness, all teachers are encouraged to discuss with their Head Teacher students identified as gifted in their subject area. These names are brought to an executive meeting and discussed.

Students acknowledged as gifted have their names taken to a Learning and Support meeting. If supported the Learning and Support teacher contacts the parents to inform them of the school decision and process and devises a Gifted Learning Plan.

This plan is then sent to the parents for feedback and then distributed to all teachers to ensure support for their giftedness in the classroom.

Identification of HPG students

Intellectually gifted students are in the following domains:

- Intellectual
- Creative
- Physical
- Social

Teachers use the checklist for 'multiple criteria identification' as provided by GERRIC to identify gifted students in their classroom.



Leadership

At Mosman we provide many opportunities for student leadership across all years. These opportunities include:

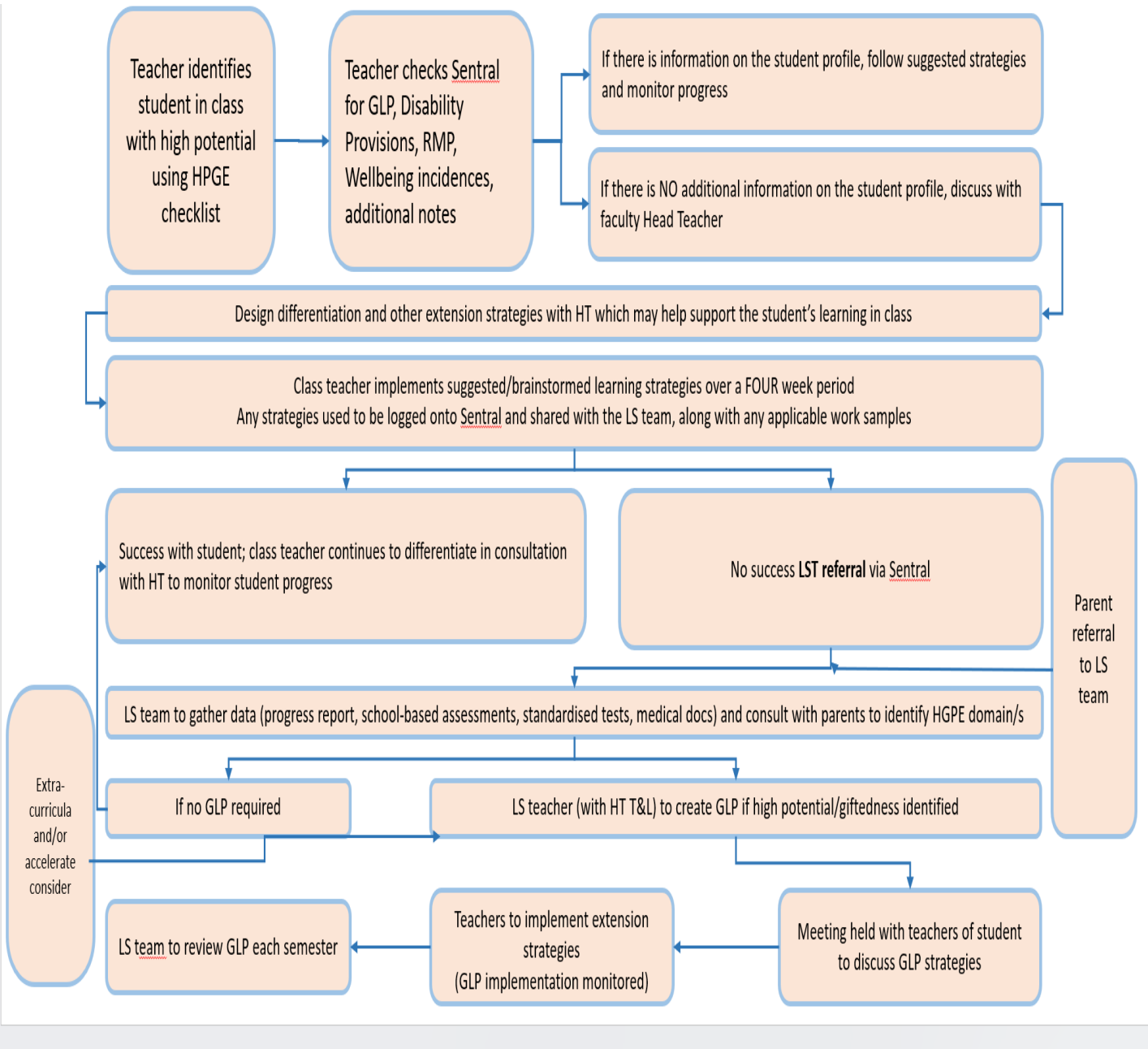
- Student Representative Council for Years 7 to 12. While students are elected to this body, any student is welcome to attend meetings
- School Captains and vice-captains – lead assemblies represent the school at community and state events
- Year 12 Leadership Council. Groups of three to four students represent student voice on the existing parent committees including – wellbeing, visual arts, science and technology, performing arts and sport.
- House captains (Y10) these students coordinate their houses at the school carnivals
- Peer Support leaders (Y10) support the transition of Year 7 into high school.
- School committees also have student leaders for example the Environment committee

Extra-curricular

At Mosman High we have a large and diverse extra-curricular program that offers opportunities for gifted or talented students. These opportunities include:

- GAT sporting program – parents coordinate this program which involves students representing the school in areas of talent. Sports involved include basketball (19 teams of both boys and girls). Students represent at all levels including the Nationals. Futsal both boys and girls team. Volleyball and individual students with talent are also supported by the school for example in golf, sailing, equestrian, gymnastic etc
- Music ensemble program involves nine different ensembles that practice with external tutors supported by a music committee. These ensembles perform in the community, at schools through regional tours and overseas tours.
- Debating – the school has an active debating program with an external provider supporting the learning of how to debate effectively. Teachers support students in numerous debating competitions
- Chess club – talented chess experts on staff run this competition for interested students
- Coding club – students with interest and skills in coding take part in state, national and international competitions

HPGE flowchart



Level System Procedures

LEVEL 1 – Classroom Teacher

1. Student-Teacher discussion; paper card updated
2. THREE lesson observations
3. “On balance” judgement made on student behaviour across time period
4. **OUTCOME** – Successfully met expectations LEVEL 1 complete (card into box & file)
5. **OUTCOME** – Failed to meet expectations LEVEL 2

LEVEL 2 – Head Teacher

1. Student-Head Teacher discussion; paper card updated
2. After School detention arranged
3. TWO week (3-7 lesson observations)
4. “On balance” judgement made on student behaviour across time period
5. **OUTCOME** – Successfully met expectations LEVEL 2 complete (card to box & file)
6. **OUTCOME** – Failed to meet expectations LEVEL 3

LEVEL 3 – Deputy Principal

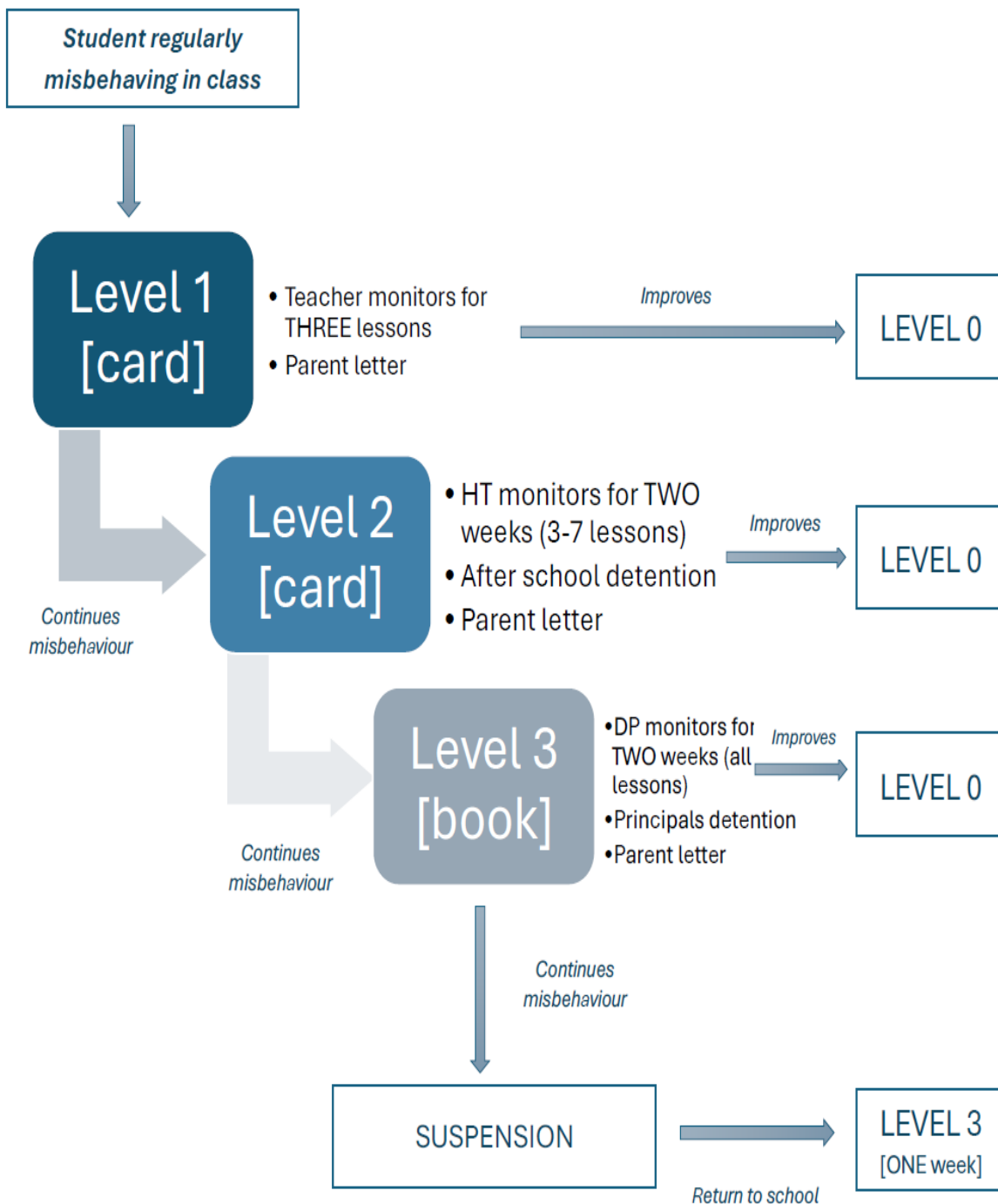
1. Student-Deputy Principal discussion; yellow booklet updated
2. Principal’s detention arranged
3. TEN days of lesson observations (TWO weeks)
4. Parent letter
5. **OUTCOME** – Successfully met expectations LEVEL 3 complete (booklet to student file)
6. **OUTCOME** – Failed to meet expectations SUSPENSION procedures

Students returning to school from **suspension** will be placed on LEVEL 3 and complete FIVE days of lesson observations (minimum ONE week).

NOTES:

1. When a student is placed onto a level it must be recorded on Sentral in the Wellbeing module.
2. At each level the teacher, Head Teacher and Deputy Principal are to make an ‘on balance’ judgement regarding the student’s behaviour to determine the next step.
3. Completed cards are to be placed into the box by the sign on sheet (to be filed).
4. A student on Level 1 in multiple subjects who does not improve goes directly to Level 3.

Level System flowchart



Bullying Response Procedures

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time e.g. through sharing digital records.

At Mosman High School every person has a right to feel safe and respected. Acceptance of diversity is highly valued at MHS. Any person who bullies another is denying them that right. The school will not tolerate any action that undermines a person's right to a safe learning environment free from violence, harassment, and bullying. Mosman High School is committed to promoting wellbeing in a culture where students can connect, succeed, and thrive. The school has a range of procedures and practices for preventing and responding to student bullying.

○ ***AT MOSMAN HIGH SCHOOL:***

As a school community we will not allow cases of bullying to go unreported.

An anti-bullying climate is supported by:

- **Provision of opportunities to cater for each child's skills, talents, abilities, and/or interests.**
 - a. Staff teach and model appropriate behaviour and communication styles
 - b. Teachers acknowledge and respond to issues of bullying through a comprehensive curriculum
 - c. Teachers are proactive in applying the wellbeing framework ie protective and prevention strategies that allow students to connect, succeed and thrive

- **All staff praising and acknowledging students for safe, caring behaviour.**

The school acknowledges, reinforces and celebrates examples of positive student behaviour.
- **Promotion of programs that foster positive behaviour and caring relations that promote a safe environment and wellbeing.**



This requires staff to:

- ✓ Be role models in demonstrating care, compassion and positive relationships.
- ✓ Be observant of signs of distress or suspected incidents of bullying.
- ✓ Remove opportunities for bullying by actively patrolling during supervision duty.
- ✓ Be informed by the school's action plan and respond in a timely manner.
- ✓ Respect and support students by taking protection and prevention measures as part of early intervention strategies.
- ✓ Report suspected incidents to the Year Advisor, Stage HT or Deputy Principal or Principal as required in the action plan.

This requires students to:

- ✓ Take some form of preventative action if possible ie record, report and delete inappropriate communication on a mobile phone.
- ✓ Report incidents and help break down the code of secrecy.
- ✓ Understand a student's role in fostering caring relationships in a school community to promote the protection of all students' rights.

Parents need to:

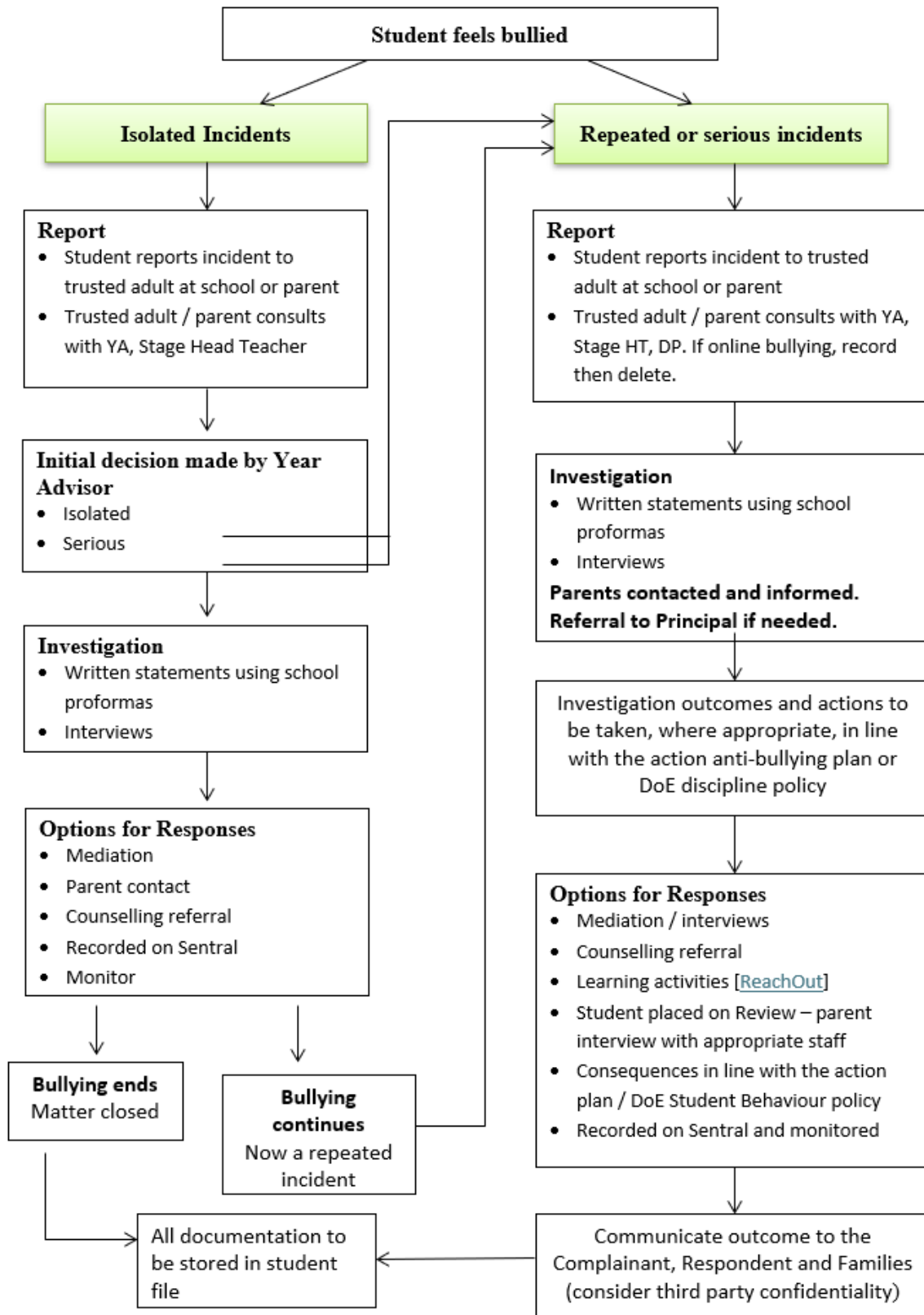
- ✓ Watch for signs of distress in their child eg, unwillingness to attend school, missing equipment, damaged clothes or bruising.
- ✓ Advise children to tell a staff member about any incidents.
- ✓ Inform the school if bullying is suspected.
- ✓ Do not encourage retaliation.
- ✓ Have a conversation with children to determine what is happening.
- ✓ Be willing to attend interviews at the school.

School Action on students who bully – ANTI BULLYING PLAN

- ✓ Mediation with the victim (as appropriate) and consideration of the consequences of their actions for the victim. Design, implement and communicate the school anti-bullying plan.
- ✓ Recording any incidents on Sentral (school database) to monitor patterns of bullying behaviour and to follow up and respond using the school's anti-bullying plan.
- ✓ Serious incidents of bullying will lead to implementation of the DoE Student Behaviour Policy.

By working together Mosman High staff, students and parents can create a safe secure and happy environment.

Bullying Response flowchart



Appendix 6

Stage 5 & 6 N Warning Procedures

The following is a sample N Award Warning letter. These letters can be issued to students in Stage 5 when completing a final ROSA course and Stage 6.

Mosman High School

<Address block>

<Insert date>

Dear <Name of Parent/Guardian>

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

I am writing to advise you that your son/daughter, <Insert student name>, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in <Insert course name>.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. *[Delete the following sentence if this is the first warning]* Previous warning(s) were sent to you on <Insert dates>.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

<Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>.

Opportunity to correct the problem

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Percentage weighting (if applicable)	Original due date (if applicable)	Action required by student	Date for completion

Action by parent/guardian

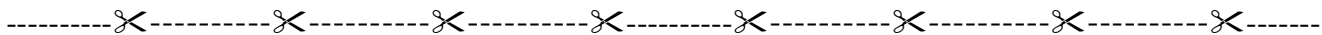
To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Class Teacher/Head Teacher

Principal



Acknowledgement of Official Warning

I have received the letter dated <Insert date> advising me that <Insert name> is in danger of not meeting the course completion requirements for <Insert course name> and am aware that this is the <first/second/third> official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Appendix 7

Positive Commendation Process

At Mosman High School, positive student behaviour is encouraged and valued. All staff encourage and reward students who display positive values whether:

- to others
- in terms of academic achievement
- in terms of attendance
- in leadership

The school acknowledges the positive achievements of students in a number of ways, including:

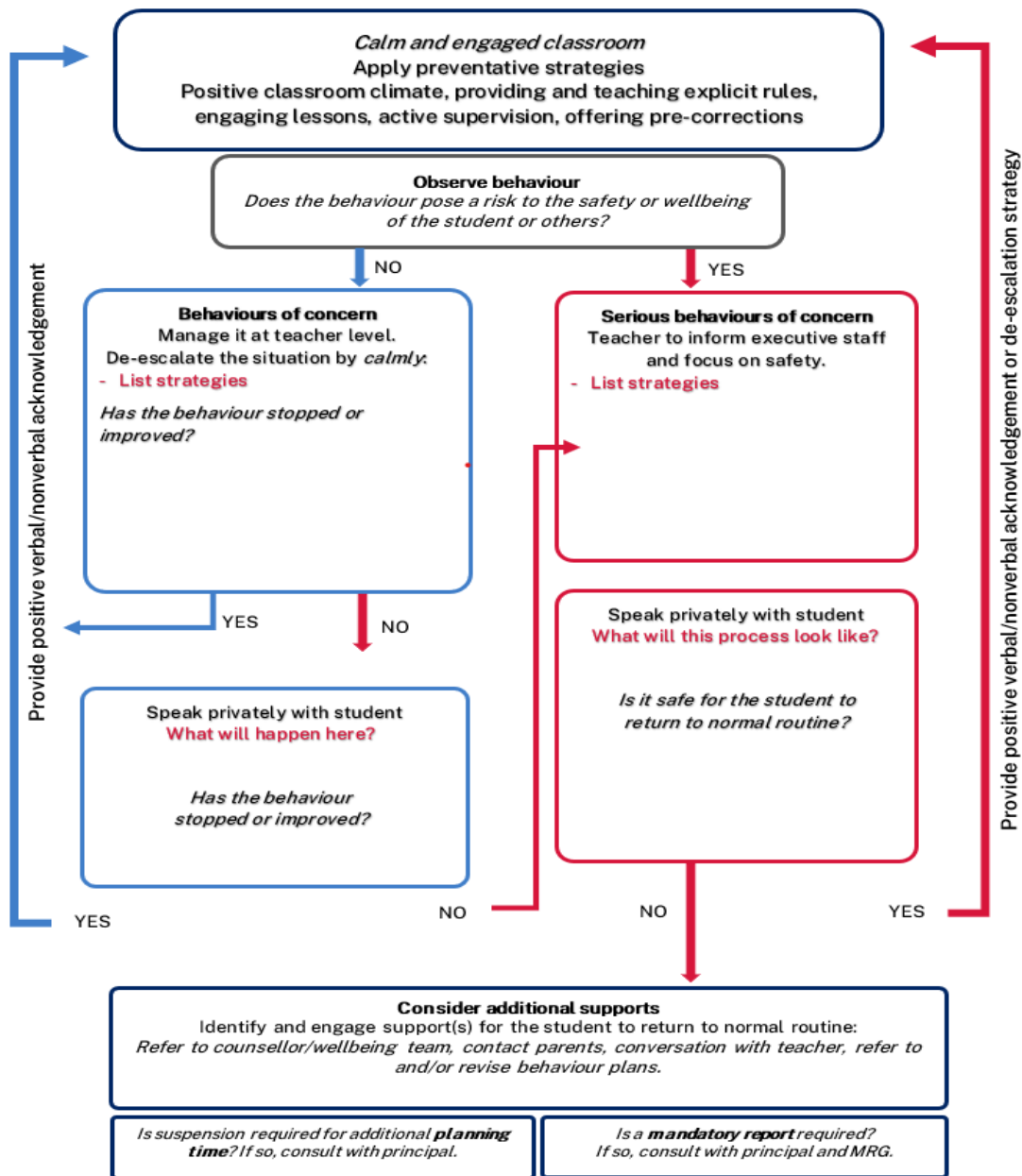
- letters of commendation, sent to parents and students
- certificates of achievement and excellence, delivered with reports
- verbal acknowledgment at year and school assemblies
- inclusion in the High Flyer as part of 'Student Stars'
- Awards ceremonies at the end of year
- Placing their name on the 'Honour Boards'
- Semesterised school reports
- Communication at Parent/Student/Teacher evenings

In the classroom, teachers acknowledge positive achievement through:

- Verbal praise
- Letters of commendation to parents and students

Department Student Behaviour Support flowchart

Appendix 1: Behaviour management flowchart (Alternative example)



Department Suspension & Expulsion Procedures

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 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, where there is a clear and close connection between the school and students' conduct.

To maintain high standards of student behaviour, schools should communicate regularly to the school community the expectations articulated in the department's [Behaviour code for students](#) and the school behaviour support and management plan.

There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required.

If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers.

The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.

A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions should not be carried over into the next calendar year unless consultation has occurred with the Director, Educational Leadership.

There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school. (See section 2.1 Grounds for suspension).

A formal caution to suspend must:

- be in writing, via email or post, on school letterhead

- be provided to the student and their parents or carers
- outline the behaviour/s of concern
- provide clear behavioural expectations for the student consistent with the [Behaviour code for students](#)
- clearly outline the timeframe/expiry date for the formal caution
- highlight the importance of parents or carers in working with the school when managing student behaviour
- provide parents or carers the opportunity to meet with appropriate school staff and a key contact
- advise that the student and parent or carer has the right to a support person in any meeting with the school
- outline the positive behaviour support and strategies in place as a result of the unacceptable behaviour
- indicate if the caution applies to more than one educational setting
- be documented on the department's in-house data system or approved third-party system.

2. Suspension

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations.

The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

2.1 Grounds for suspension

Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse

- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others. See definition.

2.2 Steps in the suspension procedures

2.2.1 Considering the decision to proceed with a suspension

2.2.2 Deciding the length of a suspension

2.2.3 Notifying the relevant people of a suspension

2.2.4 Notice of a suspension – written requirements

2.3 Duration of a suspension

The principal must decide the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures where relevant.

The duration can be up to 10 consecutive days for students in Years 7 – 12. However, if the number of consecutive school days are insufficient to implement appropriate supports for the student, the principal can extend the suspension for up to 5 additional school days.

2.4 Resolving the suspension

Principals must attempt to resolve the suspension and return the student to school on or before the concluding date of the suspension.

Wherever possible, a face-to-face meeting should be held to resolve the suspension and return the student to school. Other meeting formats may be appropriate in some situations. This must include the principal or their delegate, the student and a parent or carer. The principal, or their delegate, may invite other key personnel. The student and/or parents or carers may also invite a support person.

The purpose of the meeting is to discuss the student's behaviour and plan supports and management strategies to enable the student's successful return to school. Depending on student factors, such as developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances, the principal or their delegate may interview the student in the presence of their parent or carer and/or support person to ascertain that the student:

- has a clear understanding of the reasons for the suspension and how their actions did not meet the standards of the department's [Behaviour code for students](#)
- understands the impacts their behaviour had on others
- has reflected on strategies to avoid any repetition of this unacceptable behaviour in the future.

A successful return to school will involve:

- documenting outcomes from the meeting, with a copy provided to the student and parent or carer, to support the student's ongoing wellbeing and learning needs, including regular monitoring and mentoring, with clear goals and explicit strategies
- where required, a risk assessment to minimise and manage the physical and psychological hazards that the student may pose.

A successful return to school may involve referral to and assessments by the school's learning and support team, and referral to and ongoing support from the school counselling service staff.

Anti-Racism Procedures

Actively working to counter and prevent racism from happening.

Racism

Racism is the process by which systems and policies, actions and attitudes create inequitable opportunities and outcomes for people based on race.

Racism is any attitude or behaviour that assumes someone is inferior because of their skin colour or race. It can occur at an individual level or at an institutional level. It is also accompanied by the power to discriminate against, oppress or limit the rights of others.

Racism is commonly recognised as stereotypes, judgements, assumptions or slurs directed at groups that are racially marginalised. Racism is anything that upholds, contributes to or mirrors the unjust racialised hierarchies of society.

Forms of Racism

Racism can manifest in a variety of ways and isn't always recognisable on the surface. It is important for students and staff at Mosman High School to be equipped with knowledge and skills to identify and address racism in its many forms.

- Direct
 - Unfair or unequal treatment of a person or people based on their race.
- Indirect
 - Treatment which seems equal but which disadvantages some groups of people due to their race.
- Systemic
 - This occurs when organisations or institutions like governments, education systems and businesses have ways of doing things, policies or laws that treat people unequally or unfairly based on race, colour, ethnicity or national origin

At Mosman High School every person has a right to feel safe and respected. Acceptance of diversity is highly valued at MHS. Any person who harasses another is denying them that right. The school will not tolerate any action that undermines a person's right to a safe learning environment free from violence, racism, harassment, and bullying. Mosman High School is committed to promoting wellbeing in a culture where students can connect, succeed, and thrive. The school has a range of procedures and practices for preventing and responding to student bullying.

Procedures align with the DoE Anti-Racism:

- [DoE Anti-Racism Policy](#)
- [NSW DoE Anti-racism procedures](#)

AT MOSMAN HIGH SCHOOL:

As a school community we will not allow cases of racism to go unreported.

What needs to be done

To eliminate racism from schools and department workplaces, we need strong leadership to drive anti-racism initiatives and a committed workforce that can prevent and counter racism.

1. Understand racism and its impacts

- maintain data on reports and incidents of racism and their resolution
- support staff to build an understanding of racism and the skills needed to counter it.
- commit to understanding all forms of racism, and its impacts on individuals and society
- recognise the historical and ongoing impact of racism on Aboriginal and Torres Strait Islander Peoples and communities
- participate in ongoing professional learning to deepen understandings.

2. Take action to prevent racism

- establish and implement evidence-based, system-wide initiatives to eliminate racism
- build cultures of respect, safety and inclusion.
- implement educational practices that reflect high expectations for students of all cultural, linguistic and religious backgrounds
- provide resources and supports that are equitable and inclusive of the needs of students and staff from culturally, linguistically and religiously diverse backgrounds
- implement strategies to increase the knowledge and understanding of all students and staff of Aboriginal and Torres Strait Islander Peoples, histories, cultures, and experiences
- develop and implement culturally safe, inclusive and responsive programs to ensure students learn in a supportive environment free from prejudice and discrimination
- collaboratively develop and implement whole-school anti-racism strategies to eliminate racism.
- engage in respectful conversations about race and racism
- maintain culturally inclusive and responsive practices and culturally safe workplaces.

3. Respond effectively to racism

- establish and maintain procedures to respond to reports and incidents of racism
- implement action to address and resolve incidents and reports of racism
- identify and acknowledge all incidents of racism and use them to inform action taken to prevent future occurrences.
- support all members of the school community who experience or witness racism
- use [restorative practice approaches](#) to help students understand their behaviour and impact on others.
- take every incident or report of racism seriously
- consistently follow local procedures to report and respond to incidents of racism
- support colleagues and stakeholders who experience or witness racism.

What can racism look like?

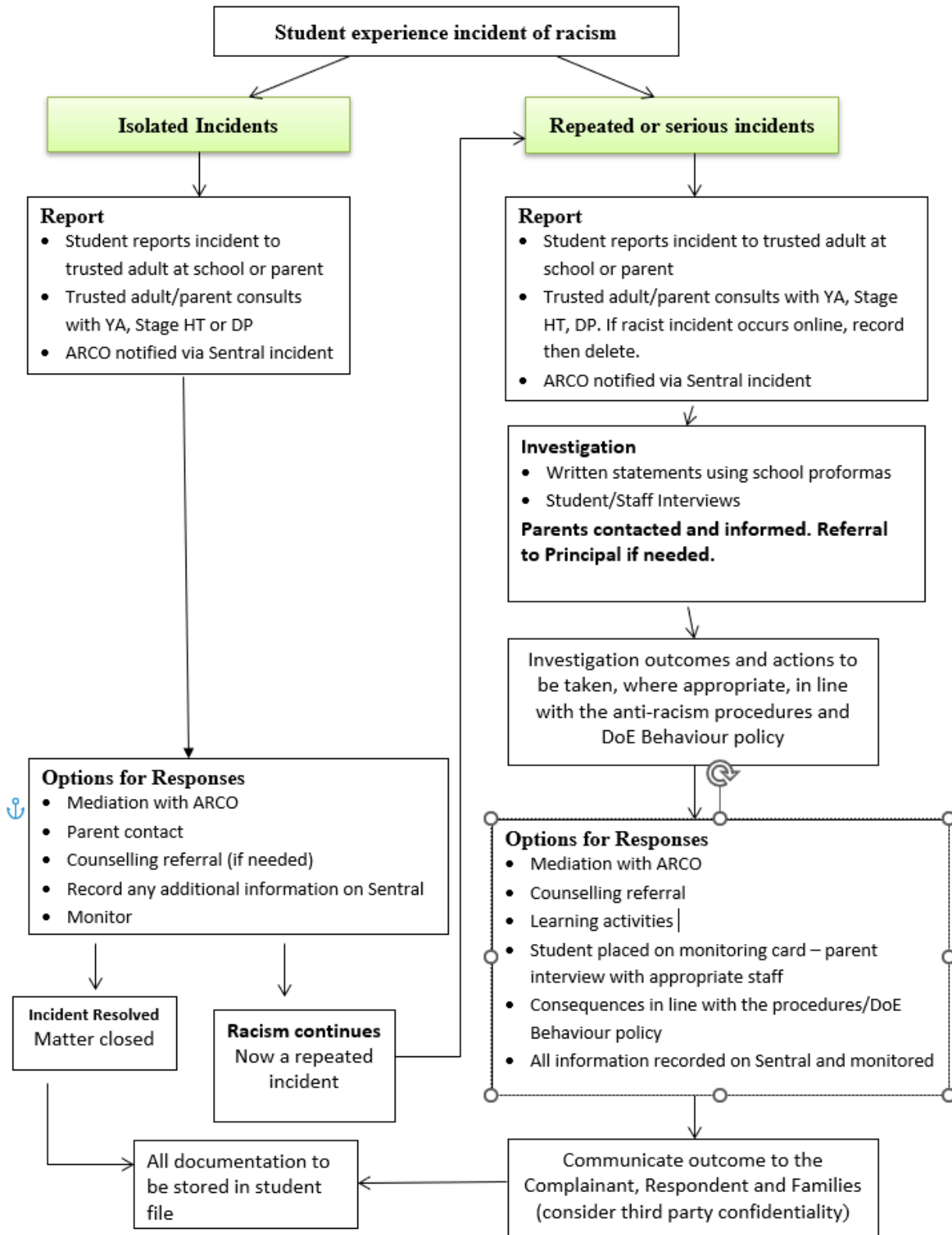
A guide for students, staff, parents & carers

At Mosman High School we value diversity, inclusion, and respect. Understanding what racism looks like helps us to recognise, challenge, and prevent it. This table explains various forms of racism and provides examples relevant to a high school setting.

Form of Racism	Examples in a High School Setting
Racial Slurs and Name-calling	<ul style="list-style-type: none">• Calling someone offensive racial names.• Using derogatory slang related to race.• Writing racist graffiti on school property.
Stereotyping	<ul style="list-style-type: none">• Assuming someone excels in certain subjects due to their race.• Believing someone is aggressive or dangerous because of racial background.• Assuming someone's interests or hobbies based solely on their race.
Exclusion	<ul style="list-style-type: none">• Not allowing someone to join a friendship group due to their race.• Avoiding partnering with someone in class projects because of their racial background.• Ignoring or isolating someone during breaks or social events due to their ethnicity.
Racist Jokes	<ul style="list-style-type: none">• Telling jokes targeting a specific racial group.• Laughing or encouraging humour that demeans someone's ethnicity.• Sharing memes or images intended to mock or ridicule racial groups.
Cyber Racism	<ul style="list-style-type: none">• Posting racist comments on social media.• Sharing racially insensitive memes online.• Sending offensive racial messages or emails to peers.
Indirect or Casual Racism	<ul style="list-style-type: none">• Asking someone repeatedly about their 'real' place of origin.• Complimenting someone based on racial stereotypes, e.g., "You speak English really well!"• Assuming someone doesn't belong in an advanced class based on their racial background.
Cultural Insensitivity	<ul style="list-style-type: none">• Making derogatory comments about traditional cultural attire.• Expressing disgust or ridicule toward cultural foods students bring for lunch.• Mocking cultural or religious practices openly in class or social settings.
Discrimination	<ul style="list-style-type: none">• Teachers giving lower grades or harsher discipline based on racial bias.• Coaches not selecting students for sports teams because of racial stereotypes.• Providing fewer resources or opportunities to students from certain racial groups.

Understanding these forms helps us all take action to ensure our school remains a safe, welcoming, and equitable place for everyone.

Anti-Racism flowchart



Department Behaviour Code for Students

NSW public schools are committed to providing safe, supportive, and responsive learning environments for everyone across a range of settings. We teach and model the inclusive and safe behaviours we value in our students.

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

Schools take action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning.

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations.

The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment.

In this context, the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.



Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.

Attendance Procedures

The education Act states that it is the duty of all parents or carers of a child of compulsory school age to:

- Be enrolled and attend a government school or registered non-government school
- Be registered with NESA for home schooling

Principals are to maintain an approved attendance register that is available for inspection during school hours.

Parents are expected to explain their student's absence promptly to the school and within 7 calendar days from the first day of absence.

Schools have an obligation to follow up an absence and if concerns persist follow up with parent/carer regarding learning and support needs.

ALL STAFF must respond to and report any matter relating to school attendance where safety, welfare or wellbeing concerns exist for a student.

Encouraging regular attendance is a school's core responsibility. However, the Department may grant an exemption from attendance in some circumstances.


Whole School focus

At Mosman High School, we have a whole school focus regarding student attendance. The main predictor for student learning, engagement and achievement is student attendance at school.

Using the Sentral digital learning platform, the roll is marked (PxP) for every period in the school day by teaching staff.

The SASS attendance officer provides a daily report to all senior executive outlining the absence for the day both partial and whole school days absent and whether they have had parent justification or not.

Every fortnight an attendance report is provided to executive that outlines the total attendance for each student that is less than 90%. This report also indicates the percentage of students who have an attendance of less than 90%.



Each day an SMS is sent to any parent who has an absent student as identified as being absent in period 1. In most cases parents respond with a reason for the absence.

If a student is absent for three days without an explanation and email is sent to the parent requesting an explanation for the student absence.

Attendance a wellbeing concern

Student attendance is discussed at:

- The executive meeting where students who have attendance concerns are grouped under 'Stages' and their attendance and learning needs are discussed
- At Learning and Support meetings where, poor attendance is discussed in terms of how it impacts on student learning and what supports will be required
- At Stage wellbeing meetings where every student with poor attendance in a Stage is discussed and a range of options discussed to support improved attendance. These options include discussion with the Year Adviser, Stage Head Teacher or deputy principal, meetings with the parents of the student, development of partial attendance plans or HSLO referral.

The aim is always to improve attendance to over 90%. The HSLO attends these fortnightly Stage wellbeing meetings usually Stage 4 and also monitors the attendance of students who are under 15 years of age.

Strategies to support attendance

The school uses a number of strategies to support attendance and sense of belonging to the school, including:

- Letters of commendation for excellent or improved attendance
- The Student Support Officer (SSO) providing breakfast every Wednesday before school and on Thursdays at lunchtime games and snacks for those students who find forming friendships a challenge
- Wellbeing programs are also a feature of the school, including:
 - Raise mentoring program supporting students in Years 8, 9 and 10
 - Top Blokes supporting boys in Years 8 and 9
 - Many clubs to support students' extracurricular needs for example ninjitsu, drama, music and sports
- Parent case meetings are held where ever student attendance is a concern. The deputy will interview parents and show their student's attendance pattern on Sentral as well as attendance for each subject. Persistent late attendance may be identified, or a particular day where the student is absent are all discussed. Strategies are developed with the student to ensure improved attendance.
- For regular late attendance a detention may be issued or for repeat offenders a 'Principal's Detention'.

- Referral to the School Counsellor where an issue that requires more in-depth support is identified.
- Level 3 attendance card is provided to students who may skip classes. This card requires the teacher to sign each lesson and then the student returns the card to the deputy each day. The deputy has a discussion with the student and commends improved attendance.
- Attendance is also stated on the semesterised reports. The report states explained and unexplained whole day attendance and partial explained and unexplained attendance.

Parent Portal

In 2024, the school introduced the 'Parent Portal' for all parents. This alerts the parent to student absences and also provides an accurate outline of their student attendance as a percentage.

Parents are also informed that if they wish to take their student on leave their student must have an attendance of >90%. If they request leave and their student's attendance is less than 90% then the leave request is declined, and the student is marked unjustified.

Transitions to support

There are many transition points for students attending high school and each transition can become a stressful time for the student. At Mosman High School, each of these transition points are well supported, including:

- Year 6 into 7 is a challenging transition for many students, for all students we run an 'O Week' program focusing on day-to-day issues including bell times, getting around the school, support people
- Year 6 into 7 for those students with learning needs, involves numerous school visits with parents in the year prior to starting school to increase familiarity and acceptance
- New students in any year. Entering a new school is always exciting but challenging, when the student does not know anyone or their way around and yet as an older student everyone else does. Using a buddy system to meet with the new student introduce them to their teachers and take them for a tour helps to reduce the anxiety.
- All new students (and their buddies) are invited to a morning tea run by the Year Advisers usually a few weeks after they have enrolled, to check on how they are settling into their new school.
- Year 10 into Years 11 and 12. Moving into the senior school brings challenges and at MHS we have parent interviews with the student supporting subject choice.
- Year 12 to post school destinations – again the careers adviser conducts interviews, invites presentations from universities, careers markets and more.