



Overview

At Mudgee High School, we take pride in our learning support and student wellbeing strategies, designed to benefit all students in our care. All staff work to achieve a safe, respectful and responsible learning environment. Learning support and student wellbeing are integral parts of the educational processes used throughout the school. Our **inclusive, engaging and respectful practices** enable EVERY student to access and fully participate in learning, supported by reasonable adjustments and teaching interventions tailored to meet individual needs. This plan reflects our school's strategic and evidence-based behaviour management tiered approach that aligns with the **Department of Education's (DoE) Student Behaviour Policy**.

Partnership with parents and carers

Mudgee High School utilises our local Delivery Support Team, local AECG and P&C to form partnerships in the development and implementation of student behaviour support and management strategies. The communication of strategies will be made through established channels including, but not limited to, scheduled parent information evenings and assemblies, the school website, the school Facebook page, the school newsletter, parent email and targeted communication relating to specific student behaviours. The School Community Charter is used to inform parents and carers about engagement expectations with Mudgee High School.

School-wide expectations and rules

At Mudgee High School, we are committed to providing an engaging, safe and respectful learning environment for everyone. We teach and model the behaviours we value in our students. We take strong action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. Our Behaviour Support and Management Plan has strong and explicit links to the Department of Education's Behaviour Code for students, its School Community Charter and its Anti-bullying Plan.

Behaviour Code for Students

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

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention		Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students.	All students
Early intervention		Early and targeted interventions provide support for students or groups of students who are identified as being at risk of developing behaviours of concern.	Some students
Targeted intervention		Early and targeted interventions provide support for students or groups of students who are identified as being at risk of developing behaviours of concern.	Some students
Individual intervention		Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular interviews in consultation with parents/caregivers, other relevant specialist staff, service providers, inter-agency partners, and/or the Delivery Support team.	Few students

Behaviour support and management plan

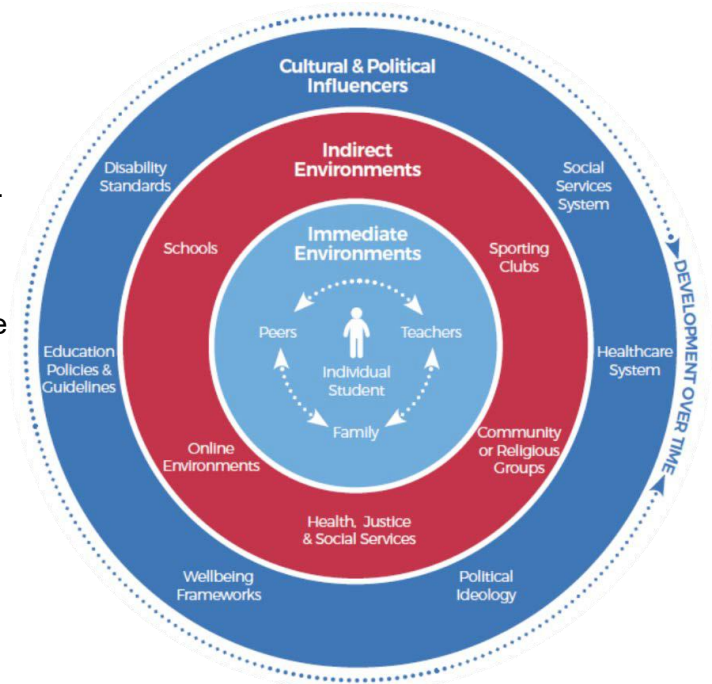
These procedures apply to **All NSW Government schools** and student behaviour:

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.
- If the student's conduct significantly affects, or is likely to significantly affect, the health, learning and safety of students or staff.
- Including the use of social networking sites, mobile devices and/or other technology involving another student or a departmental staff member for school related issues.

Essential elements of **procedural fairness** include an **individual's right** to be heard and to a fair and impartial decision, which also includes the right to:

- Know why the action is happening.
- Know how issues and decisions will be determined.
- Know the allegations in the matter and any other information the decision maker considers.
- Respond to any allegations made against an individual.
- Appeal the decision to suspend or expel and be informed of their right to do so.
- Impartiality and an absence of bias in the investigation and decision-making processes.



Effective planning for behaviour support is

undertaken through Learning and Support Team Meetings. A student's immediate environment, indirect environment and cultural and political influence provide a lens with which our team can:

- **Identify** - The issue and cause.
- **Assess** - Gather evidence and function of the behaviour.
- **Plan** - Develop strategies to support the desired behaviour.
- **Implement** - Ensure consistent implementation of staff.
- **Monitor** - Regularly review implementation of the plan.
- **Evaluate** - Analyse data and the monitoring review.

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

Three tiers of interventions – A layered support framework

Tier 1: Preventative interventions and universals (All students)

Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students, including the acknowledgement of positive behaviours.

Tier 2: Early or targeted interventions (Some students)

Early and targeted interventions provide support for students or groups of students who are identified as being at risk or developing behaviours of concern.

Tier 3: Individual interventions (Few students)

Students with highly complex and challenging behavioural, attendance or wellbeing concerns who may need comprehensive systems of support that require regular reviews in consultation with parent/caregivers, other relevant specialist staff, service providers, inter-agency partners, and/or the Delivery Support Team.

Responses to serious behaviours of concern

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

[Incident Notification and Response Policy](#)

[Incident Notification and Response Procedures](#)

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

Promoting and reinforcing positive student behaviour and school-wide expectations

Mudgee High School is proud of the achievements, participation and efforts of its students. Emphasis is placed on acknowledging students' accomplishments as well as encouraging improvement and sustained application.

House points

A House points system is used to acknowledge individual achievement and its impact on a community – the House - and to provide support for students experiencing difficulty complying with the School Wellbeing Procedures. The House points system is based on a student's adherence to the school values of Safe, Respectful and Responsible behaviour.

Students can accrue House points through adherence to school uniform expectations, consistent attendance, engagement in learning opportunities and the demonstration of appropriate behaviour. Students receive regular updates on House points at assembly.

Students in the winning House can celebrate at an end-of- Term 3 barbecue.

Recognition certificates

These certificates are presented by members of staff to recognise individual student achievement which goes beyond the expectations that we have for all students. Recognition Certificates also contribute to a student's progression towards Gold and earn 15 house points.

Certificates are given at teachers' discretion. They may be given for:

- excellence in subject area
- improved results
- effort
- outstanding results
- outstanding behaviour
- leadership
- volunteer work
- extra-curricular activities
- challenging themselves
- consistent effort.

SRR (e-tickit)

Students may be acknowledged both in the classroom and in the playground for their Safe, Respectful and Responsible behaviour. Students displaying these behaviours may be given a SRR ticket. These tickets are used as a reinforcement to help with the teaching of these expected behaviours. Individual teachers and /or faculties will organise their own acknowledgment system based on these tickets. They are worth 1 house point.

Weekly P&C Awards

Each week, a student identified as a positive school citizen is chosen by their Year Adviser for a P&C Award. The award earns 15 house points and a \$5 canteen voucher.

Principal's Platinum Medal

Regardless of academic stature or progress through the colour level merit system, students may apply for the Principal's Platinum Medal at the end of each year. The Principal's Platinum Medal recognises the achievements of students across a broad range of school activities, not only those students who obtain high academic, sporting or cultural excellence. Students are required to apply in writing and to attend an interview. Successful students are presented with the medal at the final presentation of the year. Year 12 students are recognised at the end of Term 3.

Subject awards for Effort and Achievement

Student achievement is also recognised via the presentation of subject awards at various presentation ceremonies during the year. Either individual teachers and/or faculty procedures determine the criterion for the awarding of Effort and Achievement Certificates for individual subjects. Effort awards are worth 35 house points. Achievement awards are worth 40 house points.

Award ceremonies

Various award ceremonies are scheduled throughout the school year to provide a forum for the recognition of student achievement:

- Student recognition presentations occur at:
- Year Assemblies each semester.
- Year 12 Final Presentation Assembly.
- Whole School Presentation Assembly.
- Special awards earn 50 house points.

Student leadership and student voice at Mudgee High School is in the form of a Student Representative Council consisting of the school captains and representatives elected by each Year group, as well as House Captains. Its objectives are to:

- Provide a forum for students.
- Initiate, organise and help run a wide range of student activities.
- Encourage maximum participation in school activities.
- Develop co-operation between staff and students in working toward common goals.
- Raise money to run the SRC and for selected charities.
- Develop leadership and organisational skills in students.

Elections are held in Term 4 for Years 7, 8, 9, 10 and 11 for the following year, and the incoming Year 7 representatives are elected in Term 1. Meetings are held weekly, with the president of the SRC being chosen from Year 11 in Term 3.

Whole-school approach to prevent and respond to student behaviour

Mudgee High School's **Restorative framework** has a range of proactive and responsive strategies and approaches to prevent and respond to student behaviours. Our strategies are consistent with departmental policies and procedures. Mudgee High School employs tiered strategies and interventions that support students to learn and practice expected behaviours using explicit teaching and feedback. Our preventative interventions and universal expectations aim to develop a positive, inclusive and respectful **school culture that promotes a safe, respectful and engaging environment where personal, social and academic achievement can thrive**. The interventions at Mudgee High School have been tiered to ensure they **provide timely and appropriate** support that aligns with The Care Continuum, with an emphasis on prevention:

- Universal prevention and protection practices for all students.
- Tier I early interventions for some students displaying emerging, low-level behaviours of concern.
- Tier II targeted intervention for some students or groups of students identified as requiring more intensive support.
- Tier III intensive and individual intervention for few students with highly complex and challenging behaviours.

The Mudgee High School Matrix for Positive Behaviour and Student Engagement Plan incorporates whole school expectations applied across all settings to promote safe, engaging, and respectful student behaviour. This strategy utilises elements of the evidence-based Positive Behaviour for Learning framework with effective visual reminders and universal school language.

The explicit teaching of the behavioural expectations of **safety, respect and responsibility** is reinforced by staff in alignment with the Student Behaviour Code.

Our expectations are adapted to suit specific locations within the school, such as the **classroom, playground, and transit (corridors, stairs, ramps, etc.) settings**. These expectations form a key component of the **school Behaviour Support and Management Plan Tier I level** that is aligned with the DoE Continuum of Care.

Table 1 Matrix for positive behaviour

	Safe	Respectful	Responsible
All settings	<ul style="list-style-type: none"> Follow staff instructions Maintain personal space Stay in bounds Report issues of concern 	<ul style="list-style-type: none"> Arrive at class on time Show regard for others' personal space and property Use appropriate language 	<ul style="list-style-type: none"> Be accountable for your own learning Take care of your own and school property Be accountable for your behaviour Be prompt
Canteen	<ul style="list-style-type: none"> Follow staff instructions Wait behind the yellow line Queue at appropriate window Leave the area once purchases have been made 	<ul style="list-style-type: none"> Show politeness to staff and students working Use manners – “please” and “thank you” 	<ul style="list-style-type: none"> Make and pay for your own purchases Use garbage bins to dispose of waste
Hallways and stairs	<ul style="list-style-type: none"> Follow staff instructions Walk on the left side Take care with your school bags Wait against wall near your classroom 	<ul style="list-style-type: none"> Show consideration for staff and students as you move between classes 	<ul style="list-style-type: none"> Move quickly and quietly between lessons Allow room for others to pass where necessary
Toilets	<ul style="list-style-type: none"> Wash hands Dispose of waste properly 	<ul style="list-style-type: none"> Follow staff instructions Show consideration for others' privacy Leave the toilet area promptly 	<ul style="list-style-type: none"> Show consideration for others' personal space and property Report damage and issues to staff During class times, carry a permission slip from the teacher

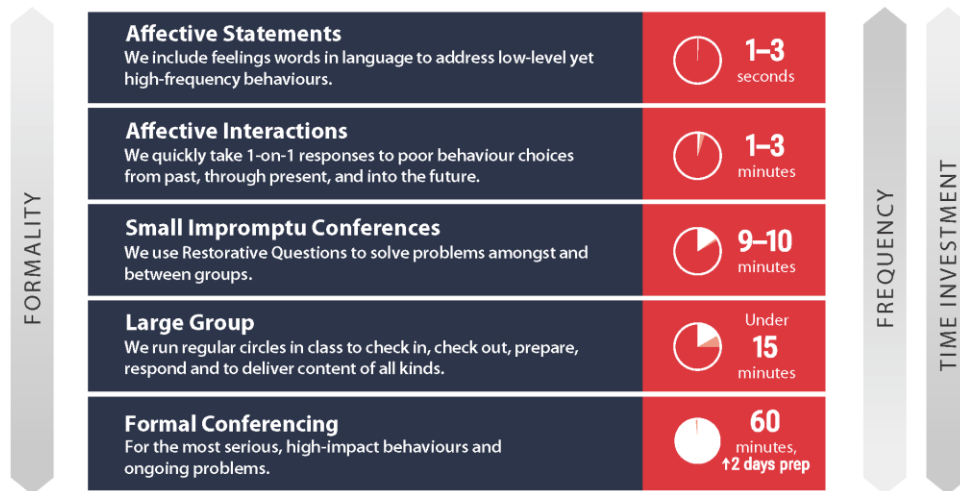
	Safe	Respectful	Responsible
Playground	<ul style="list-style-type: none"> Follow staff instructions Stay in bounds Report issues of concern 	<ul style="list-style-type: none"> Maintain appropriate personal space Place rubbish in the bins 	<ul style="list-style-type: none"> Care for your equipment and that of others Use active and passive areas appropriately
Front Office	<ul style="list-style-type: none"> Follow staff instructions Enter the area only when necessary Move safely and quietly 	<ul style="list-style-type: none"> Use manners – “please” and “thank you” 	<ul style="list-style-type: none"> Always carry your ID card Only attend office during breaks or when requested by staff
BYODs	<ul style="list-style-type: none"> Phones should be switched off and in a <u>Yondr</u> pouch Ask a teacher if parents need to be contacted urgently 	<ul style="list-style-type: none"> Follow staff instructions re electronic mobile device policy 	<ul style="list-style-type: none"> Care for your own technology Place personal electronic devices in a <u>Yondr</u> pouch Use laptop computers only in the areas where their use is permitted.
Bus lines	<ul style="list-style-type: none"> Follow staff instructions Remain behind the fence before your bus arrives Enter and exit bus with care 	<ul style="list-style-type: none"> Queue in an orderly manner when entering and exiting the bus 	<ul style="list-style-type: none"> Care for your equipment and that of others Have bus pass or money available
Assembly	<ul style="list-style-type: none"> Follow staff instructions Enter and exit by the correct door Sit where directed 	<ul style="list-style-type: none"> Listen attentively Acknowledge achievements appropriately 	<ul style="list-style-type: none"> Move swiftly to assembly Leave bags <u>where</u> directed

Student Engagement Plan

Developing Safe, Respectful and Responsible learners in an innovative and inclusive community



We follow the restorative continuum to elevate student behaviour, empathy and relationships



We support each other to elevate student behaviour restoratively

- Staff encourage personal responsibility, using restorative practices that recognise the context and are student specific.
- We solve problems restoratively and are solutions focused while maintaining high expectations, consistency and support.
- School leaders work with staff to build capacity in providing students with engaging and differentiated experiences that support the development of learning and behaviour.
- We empower young people to build, nurture and repair trusting relationships.
- Staff are supported by a wide variety of Professional Learning opportunities to support the development of a restorative school culture.
- We seek ways to include and communicate with parents and carers, as valued partners, in all aspects of their young person's learning and behaviour.
- We are committed to preparing our students for their future beyond school where they can make mistakes, express their emotions appropriately, take risks and become citizens who contribute positively to society.

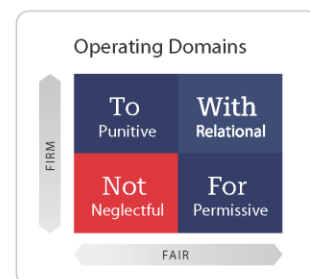
Restorative questions

For those who have done the wrong thing

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

For those who have been harmed

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



School bullying response procedure

Our school is committed to providing a safe and supportive learning environment where every student feels respected and included. Members of the Learning and Wellbeing Team oversee bullying prevention and response across the school. They act as the central point of communication for all matters relating to bullying and harassment. Reports can be made by:

- Students who are experiencing bullying
- Witnesses or bystanders
- Parents and carers
- Any member of staff

Information from Bullying and Harassment reports is used to monitor trends, respond to individual concerns, and support early intervention.

The Learning and Wellbeing Team provides whole-school and targeted education about bullying, including what individuals and the wider school community can do to prevent harm. This proactive approach aligns with our school's Positive Behaviour for Learning (PBL) and Wellbeing initiatives.

All reports of bullying—whether online or in person—are addressed using the **Method of Shared Concern**, an evidence-based and non-punitive approach that encourages empathy, responsibility, and positive behavioural change. If additional support is required, **restorative practices** may be implemented to rebuild relationships and strengthen a sense of belonging.

The Learning and Wellbeing Team maintains an **open-door policy** for enquiries or concerns about bullying and harassment. We encourage every member of our community to speak up, support one another, and contribute to a positive school culture.

For further information and support visit:

[**Bullying. No way!**](#) [**eSafety Commissioner**](#)



NSW Department of Education

Behaviour code for students

Information for students and parents or carers

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.



School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

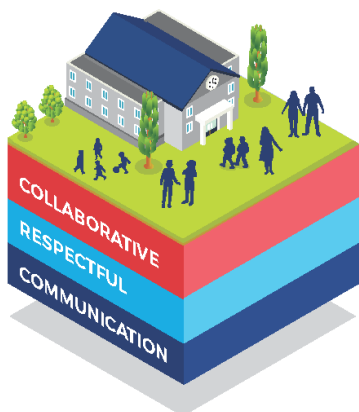
We treat each other with **respect**

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with Our Plan for NSW Public Education.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We **prioritise** the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.

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Professional learning – All staff

Program	Details	Audience
<p>External professional learning</p>	<p>Teaching and learning staff members are provided with opportunities to seek external professional learning to build their capacity as educators and knowledge of student learning, behaviour and wellbeing interventions, such as Connecting to Country, HSC Professional Learning and collaboration, Writing in Secondary program, Classroom Management Fundamentals, Trauma Informed Practices, Coach to Cope and Functional Behaviour Assessments, NCCD, differentiation and adjustments, and formative assessment.</p>	<p>All staff</p>
<p>DoE online professional learning</p>	<p>Teaching and learning staff members are provided with opportunities to seek online professional learning via the DoE My PL suite of services to build their capacity as educators and knowledge of student learning, behaviour and wellbeing interventions. This training is then disseminated during faculty, staff, teams and executive meeting agenda items and whole-staff communication.</p> <p>Online Training Australia - tutored online courses for schools and their staff supporting students with disability and special educational needs.</p> <p>Courses are practically focused and have demonstrable impact on teacher competence and student outcomes.</p>	<p>All staff</p>
<p>School-based professional learning</p>	<p>MHS strategic direction teams drive professional learning within the school, such as enrichment, formative assessment, literacy and numeracy, positive education, quality teaching, restorative practices, improving attendance and engagement and improving staff capacity in data analysis.</p> <p>These teams utilise workshops or staff meetings to deliver modules and/or strategies that equip staff with an array of learning, behaviour management or wellbeing tools.</p> <p>The school has developed an organisation framework for the planning and delivery of professional learning and programs that strengthen student learning outcomes, such as beginning teacher mentoring and release allocations, curriculum planning and release allocations and HSC Strategy collaboration.</p>	<p>All staff</p>
<p>Specialist staff within the school</p>	<p>The school has specialist staff in a variety of capacities to support student learning, behaviour and wellbeing, such as the Anti-Racism Contact Officer (ARCO), Head Teacher Administration, Head Teacher Teaching and Learning, Head Teacher Support, Head Teacher Wellbeing, HSC markers and curriculum consultants.</p> <p>Identified staff are trained in CPI Verbal Intervention / Safety Intervention (VISI) to provide additional support in managing students with complex behavioural needs.</p>	<p>Identified staff</p>

Program	Details	Audience
	Wellbeing and student support staff, such as School Counsellors, Student Support Officer (SSO) and wellbeing officers provide students with Tier II and III interventions, referrals to external agencies and coordinate 'wrap around a student' support.	

Tier 1 Preventative interventions and universals – All students

Care continuum	Intervention	Details	Audience
Prevention	Universal language and expectations	<p>The 'Real schools' framework of consistent language and expectations in all settings (classroom, playground and transitions).</p> <p>The school language and expectations are built around the DoE student behaviour code - Respect, Safety and Responsibility.</p>	Whole school
	Explicit teaching of expected behaviours	<p>School-wide consistent signage and language scripts reinforce the expected behaviours each lesson and across all settings.</p> <p>Staff model school values and reinforce student behaviour expectations each lesson through consistent routines and language.</p> <p>Staff reinforce the school anti-bullying policy in collaboration with wellbeing staff and educational programs that are designed to empower students in a supportive learning environment.</p> <p>Anti-Racism Contact Officers (ARCO) promote anti-racism education, support complaint handling and monitor racism incidents.</p>	Whole school
	Positive reinforcement, programs and acknowledgement	<p>A variety of positive behaviour programs and strategies are promoted to encourage and acknowledge student excellence and commitment to our core values (individual, group, year or whole school).</p> <p>Staff issue e tickets and recognition certificates for student excellence and use positive letter correspondence.</p> <p>Staff actively communicate with parent/caregivers using methods such as emails, phone calls, meetings and interviews.</p> <p>Students are acknowledged for excellence and commitment to learning during school assemblies throughout the year with awards, such as Principal's Platinum Awards, certificates and scholarships.</p>	Whole school

Care continuum	Intervention	Details	Audience
Early Intervention	Classroom management strategies and routines	<p>Staff are trained in behaviour management practices that are aligned with Positive Behaviour for Learning (PBL), Trauma Informed Practices and Real Schools restorative practices that provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviours and encourage positive student behaviours.</p> <p>Staff work in partnership with colleagues and their faculty executive to create and maintain positive learning environments that are conducive to learning. Teachers employ a wide range of strategies to support students and communicate regularly with parent/caregivers to ensure that all key stakeholders are involved in the educational development of every student.</p> <p>Some interventions may include:</p> <ul style="list-style-type: none"> – Classroom teacher behaviour monitoring. – Classroom teacher differentiation and learning adjustments. – Classroom teacher parent/caregiver contact, meetings and interviews. – Classroom teacher restorative conversations (student detentions, interviews and mediations). – Positive Behaviour for Learning universal language and explicit teaching of expectations. – Senior class placement. – Student mediation. – Student relaxes and returns. 	All staff

Tier 2 Early or targeted interventions – some students

Care continuum	Intervention	Details	Audience
Early intervention	Transition	<p>Interventions begin at a student transition phase through strong and effective partnerships with primary schools that feed into Mudgee High School. Transition programs are designed for universal, all student support, early intervention group support and targeted individual student support. Our transition program includes but is not limited to:</p> <p>Taster lesson delivery to Year 6</p> <p>High School staff visits to primary school classrooms</p> <p>Peer support program</p> <p>Learning and Support Team visits to primary schools</p> <p>Orientation day and parent information evening</p> <p>Support Unit transition program</p> <p>Extra transition for students with additional needs.</p>	
	Behaviour, learning and support	<p>Some students require early and targeted interventions to support their behaviour and educational progress. The school’s application of the care continuum ensures that proactive interventions are utilised responsively by teaching and learning staff. The school organises these interventions into the Tier II level.</p> <p>The Learning and Support Team (LST) is composed of the following key stakeholders: Principal, Deputy Principals, Head Teacher Wellbeing, Head Teacher Support, Learning and Support Teacher, School Counsellor, Student Support Officer, WHIN, Career Adviser and Year Advisers.</p> <p>Following a referral to the school’s Learning and Support Team, interventions are aligned to student needs which may include:</p> <ul style="list-style-type: none"> – Behaviour intervention, support and restorative programs. – Disability provisions. – Learning and Support Teacher (LaST) classroom teacher and Head Teacher support. – Minimum standards interventions and testing. – Student Learning and Support Officer (SLSO) – Student planning, Personalised Learning Pathway (PLP), attendance plans, behaviour management plans and wellbeing plans. 	Learning and support team

Care continuum	Intervention	Details	Audience
		Teaching and learning literacy and numeracy programs, such as EAL/D, ABC cracking the code and tuition/mentoring groups.	
Targeted Intervention	School / external wellbeing programs	<p>The school has developed a range of programs to mentor, guide and build the capacity of students to manage and regulate their behaviour and wellbeing. Examples of these programs include:</p> <ul style="list-style-type: none"> – External presentations, such as Lovebites, PCYC and NSW Police. – Student mediation, prosocial and emotional skill capacity building programs. – Aboriginal student specific programs and services including but not limited to – PCYC, and Fit for Learning. 	Wellbeing team / AET
	External agency and contact sport	<ul style="list-style-type: none"> • The Learning and Support Team plays an active role in linking students and families to services and agencies that with education professionals, form a layered support around the student. The school wellbeing team liaises regularly with medical professionals and health agencies, government services and community organisations to facilitate this essential partnership. 	Wellbeing team

Care continuum	Intervention	Details	Audience
	<p>Head teacher interventions</p>	<ul style="list-style-type: none"> • Teaching and learning is led by a dedicated team of specialist Head Teachers who utilise their vast experience and expertise in curriculum knowledge, professional learning and behaviour support interventions to provide a wholistic educational experience that is inclusive of the DoE Wellbeing and School Excellence Frameworks. Some interventions may include: <ul style="list-style-type: none"> – Head Teacher behaviour monitoring. – Head Teacher classroom teacher support (senior class placement, student mediation, student time-out/wellbeing cards). – Head Teacher parent/caregiver contact, meetings and interviews. – Head Teacher restorative conversations (student detentions, interviews and mediations). – Referral to the Learning Support Team. – Referral to the Anti-Racism Contact Officer 	<p>Head teachers</p>

Tier 3 Individual Interventions – few students

Care continuum	Intervention	Details	Audience
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Individual intervention</p>		<ul style="list-style-type: none"> • Student attendance in NSW public schools is mandatory for all children under the age of 17. The school utilises a variety of strategies, programs and procedures to encourage and support strong student attendance. • It is the responsibility of the parent/caregiver to ensure that their child attends school each day unless reasonably excused and must notify the school of the absence within seven school days. Some interventions may include: <ul style="list-style-type: none"> – Daily attendance SMS. – 3-day absence call. – 7-day absence call. – Home School Liaison Officer (HSLO) caseload or Aboriginal Attendance Officer (AAO). 	<p>Parent and caregivers</p>
	<p>Attendance administration</p>	<ul style="list-style-type: none"> • From time to time, a student may be unable to attend school for a medical /mental health or cultural reason and require individualised intervention that may include: <ul style="list-style-type: none"> – Attendance administration parent/caregiver contact, meetings and interviews. – Part-Day Exemption (up to 5 weeks) and Exemption from school attendance (up to 100 days). • When at school, students must attend their timetabled classes unless reasonably excused, the failure of which is called a ‘truancy’. Students who truant timetabled lessons will be supported by teaching and learning staff to address this behaviour and return to their classes. Some interventions may include: <ul style="list-style-type: none"> – Attendance administration parent/caregiver contact, meetings and interviews. – Classroom teacher behaviour monitoring. – Head Teacher behaviour monitoring. – Deputy Principal behaviour monitoring. – Placement in the Learning Centre. 	<p>Attendance officer</p> <p>Learning and Support Team</p>

Care continuum	Intervention	Details	Audience
	<p>Behaviour, learning and support</p>	<p>Occasionally, some students require more individualised and targeted interventions to support their behaviour and educational progress. The school’s application of the care continuum ensures that proactive interventions are utilised responsively by teaching and learning staff. The school organises these interventions into the Tier III level.</p> <p>Following a referral to the school’s Learning and Support Team, interventions are aligned to the needs of the student which may include:</p> <ul style="list-style-type: none"> – Access Request for Integration Funding Support (IFS) or placement at a specialist setting. – Functional Behaviour Assessment (FBA). – Placement in the Learning Centre. – Referral to the School Counsellor, Student Support Officer (SSO) – Student planning (Behaviour Support Plan (BSP), Risk Management Plan (RMP), Wellbeing Plan, Attendance Plan . – Teaching and learning academic testing and literacy. 	<p>Learning and support team</p>
<p>Individual Intervention</p>	<p>Year Adviser interventions</p>	<p>The first point of contact is the Year Adviser who is responsible for the coordination and initial management of student and/or parent/caregiver learning or wellbeing concerns. They provide support and advocate for the student to ensure they are linked with appropriate learning and wellbeing support interventions. The Year Adviser proactively addresses emerging or repeated social and emotional behaviours of concern through student mediation, parent/caregiver contact and restorative conversations.</p>	<p>Year Adviser</p>

Care continuum	Intervention	Details	Audience
	Referral	<p>To provide specialist support for a student, the Learning and Support Team may refer to and consult with internal school-based teams and or external delivery support teams within the department. Interventions may include:</p> <ul style="list-style-type: none"> – LST may refer internally or through delivery support to create Individual Behaviour Support Plans, Risk Management Plans, Attendance Plans and Wellbeing Plans. – Referral to the Learning and Wellbeing Officer (LWO), Home School Liaison Officer (HSLO), Aboriginal Community Liaison Officer (ACLO) – Referral to the Assistant Principal Learning and Support (APLaS). – Referral to the Delivery Support and Coordination Team Around a School, Complex Case Team or Behaviour Specialist. 	Learning and Support Team
	School / external wellbeing programs	<ul style="list-style-type: none"> • The Learning and Support Team in consultation with the parent/caregiver may place a student in a wellbeing program (school based or external provider). Examples of these programs may include but are not limited to: <ul style="list-style-type: none"> – External counselling services (RHYMS, CAMHS). – PCYC program (Fit for Change, Fit for Life, Fit for Work). – School wellbeing programs (Feeling Fantastic, Managing the Bull, RAGE, Shine from Within). 	Whole school

Care continuum	Intervention	Details	Audience
Individual Intervention	Deputy Principal interventions	<ul style="list-style-type: none"> • Teaching and learning is led by the Deputy Principal who utilises their vast experience and expertise in curriculum knowledge, professional learning and behaviour support interventions to provide a wholistic educational experience that is inclusive of the DoE Premier’s Priorities, Student Behaviour Strategy and School Excellence Frameworks. Some interventions may include: <ul style="list-style-type: none"> – Deputy Principal behaviour monitoring. – Deputy Principal classroom teacher support (senior class placement, student mediation, student time-out). – Deputy Principal parent/caregiver contact, meetings and interviews. – Deputy Principal restorative conversations (student detentions, interviews, mediations, and student agreements). – Referral to external agency, such as Child Wellbeing Unit and School-Link Coordinator. 	Deputy Principal
	External agency and contact support	<ul style="list-style-type: none"> • The Learning and Support Team plays an active role in linking students and families to services and agencies that with education professionals, form a layered support around the student. For students with complex behaviour or learning concerns, the wellbeing team will liaise with medical professionals and health agencies, government services and community organisations to facilitate this strong and essential partnership. Some interventions may include: <ul style="list-style-type: none"> – Application for an alternative learning pathway, such as Distance Education and TAFE NSW. – Referral or communication with services such as Child and Adolescent Mental Health Service (CAMHS), Headspace, Department of Communities and Justice (DCJ) and health/community services. 	Learning and Support Team

Detention, reflection and restorative practices - all staff

Guidelines

- To ensure the **safety and wellbeing of all students and staff**, as well as provide **an educational environment where all students can achieve and succeed**, it is essential that behaviour is managed appropriately. Where students do not respond positively to the standards and expectations of the school, it may be necessary **to apply a fair, reasonable and proportionate action**.
- Detention and reflection rooms are a planned consequence that involves a single student, or group of students, generally being in a designated room or area. The purpose of these is to support the student to **reflect on their behaviour, review expectations and coach prosocial skills**.
- The student is always supervised in the room by at least one adult and the student is not left alone at any time.
- Detention and reflection should never take place in rooms where doors that are blocked, locked or closed in any way that prevents a student from freely leaving the space.

Restorative interviews (detentions)

Strategy	When and how long?	Who coordinates?	How are these recorded?
<ul style="list-style-type: none"> • The school utilises restorative interviews (detentions) to discuss student behaviours of concern and complete unfinished learning tasks and activities. • Restorative interviews can also be used for student: <ul style="list-style-type: none"> – Continued disobedience. – Non-compliance of school rules and expectations. – Refusal to follow instructions. – Unsafe or dangerous behaviours. – Tier II or III behaviour or wellbeing program. • Restorative interviews are conducted using restorative practices in a calm, supportive manner that: <ul style="list-style-type: none"> – Provide a clear focus and an agreed understanding – on the behaviour(s) of concern. 	<p>Restorative interviews will, where possible, be utilised by approved staff:</p> <ul style="list-style-type: none"> • Before school (in negotiation with parent/caregivers). • During breaks (Recess and Lunch). • During timetabled lessons (non-sport). • After school (in negotiation with parent/caregivers). 	<p>Classroom teacher</p> <p>Head Teacher</p> <p>Deputy Principal</p> <p>Principal</p>	<ul style="list-style-type: none"> • Interviews will vary depending on the student, setting, behaviour(s) of concern and context. • Restorative interviews can usually be completed within a 15-minute timeframe. • Restorative interviews for a particular activity or event, such as non-sport or a school assembly will last for the duration of the activity. • Restorative interventions

Strategy	When and how long?	Who coordinates?	How are these recorded?
<ul style="list-style-type: none"> – Mediate and repair the student / teacher relationship. – Establish an agreed understanding that the behaviour(s) were unacceptable and teach/review appropriate prosocial skill to replace behaviour of concern. – Communicate the strategies and interventions that will be implemented to support the student. – Make clear the potential consequences and implications of continued behaviour(s) of concern. 			<p>are recorded on Sentral.</p> <ul style="list-style-type: none"> • Students will have access to use toilet breaks during restorative interviews. • Students may have permission to consume food and drink by negotiation with the facilitator of the restorative interview.

Restorative practices – all staff

- Staff are trained in behaviour management practices that are aligned with Positive Behaviour for Learning (PB4L), Trauma Informed Practices and Restorative Practices that provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviour and encourage positive student behaviours in all school settings.
- Staff use restorative language, phrasing and questioning when addressing a student exhibiting behaviour(s) of concern in a calm, understanding and
- supportive demeanour that reinforces the Student Behaviour Code.

Reflection room

- Occasionally, students who display behaviour(s) of concern may require more individualised and targeted support interventions. The school has several Tier III reflection spaces which operates during the recess, 10 minute and lunch breaks each day.
- The purpose of this intervention is to formalise regular behaviour monitoring with a classroom teacher and deputy principal. This added layer of support compliments existing Tier II and III interventions while reinforcing school expectations and the Student Behaviour Code.
- Along with behaviour monitoring, the restorative spaces can be used to support:
 - Restorative interviews (detentions) and conversations with the classroom teacher, head teacher and deputy principal.
 - Participation in school learning, behaviour and wellbeing programs, such as the Aware, Reset and Success programs.
 - Student completion of missed class work or learning activities due to the student’s behaviour(s) of concern.

Student directed time-out

- **Student-directed time-out is a planned behaviour intervention that is implemented as part of a Behaviour Support Plan (BSP), Safety Plan or Risk Management Plan based on an assessment of the behaviour.**
- It is used to support an escalation of behaviour and teach personal management and social capabilities, such as self-regulation.
- Student-directed time-out enables a student to remove themselves from a situation or environment causing distress.
- The student should have an approved Time-Out Pass or approval from the supervising teacher to use student- directed time-out.
- Student-directed time-out is not:
 - **Absconding** from school grounds.
 - **Class avoidance** behaviours, such refusing to enter or remain within the classroom or learning activity.
 - **Fight or Flight** responses – a physiological reaction to an event that is perceived as stressful or frightening.
 - **Truancy** (including late arrival or early leaver).

Strategy	When and how long?	Who coordinates?	How are these recorded?
<ul style="list-style-type: none"> • Student-directed time-out will be utilised in combination with an approved Time-out/wellbeing card: – During timetabled lessons. – During school assemblies, presentations or events. 	<ul style="list-style-type: none"> • Student-directed time-out will be used: <ul style="list-style-type: none"> – Within the classroom. – A space outside the classroom or learning space, visible to the teacher or designated member of staff. – To a designated staff member, such as another classroom teacher, head teacher or deputy principal. • For a duration of either: 	<ul style="list-style-type: none"> • Classroom teacher • Head Teacher • Deputy Principal • Principal • Student nominated support person 	<ul style="list-style-type: none"> • Via Sentral, the school’s management software

Strategy	When and how long?	Who coordinates?	How are these recorded?
	<ul style="list-style-type: none"> – 5 minutes or less; or – Until the student has de-escalated and is safe to return to the classroom or learning space. 		

Teacher directed time-out

- Teacher-directed time-out is a **planned behaviour intervention** that is implemented as part of a **Behaviour Support Plan (BSP)**, or **Risk Management Plan** based on an assessment of the behaviour.
- It is used to prevent an escalation of behaviour and support the teaching of appropriate behaviour and skills, such as self-regulation.
- This strategy is often paired with a brief check in, restorative interview or conversation and plan adjustment if required.
- This strategy is often paired with a brief restorative interview or conversation.

Strategy	When and how long?	Who coordinates?	How are these recorded?
<ul style="list-style-type: none"> • Teacher-directed time-out will be utilised by approved staff: <ul style="list-style-type: none"> – During timetabled lessons. – Recess and lunch breaks. – During school assemblies, presentations or events. 	<ul style="list-style-type: none"> • Teacher-directed time-out will be used: <ul style="list-style-type: none"> – Within the classroom. – Outside the classroom or learning space, visible to the teacher or another designated member of staff. – To a designated staff member, such as another classroom teacher, head teacher or 	<ul style="list-style-type: none"> • Classroom teacher • Head Teacher • Deputy Principal • Principal 	<ul style="list-style-type: none"> • Via Sentral, the school’s management software

Strategy	When and how long?	Who coordinates?	How are these recorded?
	deputy principal. <ul style="list-style-type: none"> • For a duration of either: <ul style="list-style-type: none"> – 5 minutes or less; or – Until the student has de-escalated and is safe to return to the classroom or learning space; or – As stated on their time-out card. 		

Reviewing the School Behaviour Support and Management Plan

Student consultation

- **Students are consulted throughout the survey and student voice process** – Student Leaders programs.
- The Learning and Support Team are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.

Audience: Students, Learning and Support Team

Teaching and Learning staff consultation

- **Teachers are consulted throughout the survey and teacher voice process** – consultation and advocacy (faculty, staff and executive meetings, staff surveys).
- The Learning and Support Team are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.

Audience: All staff, Learning and Support Team

Community consultation

- The community is consulted throughout the survey and community voice process - the Mudgee High School Parents and Citizens group and the local Aboriginal Education Consultative Group.
- The Learning and Support Team are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.

Audience: Parents and caregivers, Learning and Support Team

Yearly review

- The Learning and Support Team undertake a yearly review of the behaviour support and management plan interventions and strategies.
- Data sources included in this review include but are not limited to:
 - Academic, attendance and Sentral incident data.
 - Current school behaviour procedures, systems and practices.
 - Referrals to executive, the school learning and support team, and Delivery Support teams.
 - Current department policies and procedures.
- The new plan will take effect in Term 1 of the new school year.

Parent/caregiver important document links

1. [DoE Behaviour Code for Students](#) and [School Community Charter](#)
2. [DoE Care Continuum](#)
3. [DoE Inclusive Education for students with disability](#)
4. [DoE Restrictive Practices](#)
5. [DoE Behaviour Support and Management Plan](#)
6. [DoE Student Behaviour links](#)
7. [DoE Student Behaviour Policy and Procedure](#)
8. [Mudgee High School website](#)
9. [Mudgee High School parent portal](#)

Staff resources and document links can be found on Sentral

Review dates

Last review date: 01/12/2025

Next review date: 01/12/2026

Plan developed by		D Rosolen, K Quinn and R Burke			
Plan endorsed		D Rosolen		Position	Relieving Principal

Plan approved by	M St Baker		Position	Director Educational Leadership
Implementation date	29/01/2025		Review date	01/12/2026