



School Behaviour Support and Management Plan

Overview

At Narrandera High School our vision is to develop strong learning partnerships where staff, students and families work together to empower each student to be the best they can be. All members of our school community will be challenged to continue to learn and improve every year in a respectful, inclusive and high expectation environment where every student is known, valued and cared for.

Narrandera High School is a comprehensive secondary school in the Riverina region of NSW, with a current enrolment of approximately 330 students, including 30% Aboriginal students.

Our school has an allocation for one Deputy Principal and six Head Teachers. There are two additional Head Teachers currently employed (Wellbeing and Administration).

The school has a Clontarf Academy, STARS Foundation, Aboriginal Learning and Engagement Centre and an Intervention Centre to support inclusive practice and personalised learning. Narrandera High School prioritises the wellbeing of all students and staff with an extensive list of programs and supports available. The dedicated staff ensure that students have access to a broad range of extracurricular activities across all areas, including sporting, cultural, and academic.

There are three multi-categorical classrooms in operation to support students with diverse learning needs. The school is a successful Positive Behaviour for Learning (PBL) school with a focus on restorative practice and positive relationships between students and staff.

The school is committed to improving effective classroom practice with staff professional learning and collaboration being instrumental in achieving this goal. This learning will prioritise improving student literacy and numeracy levels through explicit teaching and effective data collection, analysis and use. This underpins our belief that all students at Narrandera High School will make progress and achieve learning growth. Moving forward, the school's focus is building a school culture strongly focused on learning and ongoing performance improvement, with the highest priority given to evidence-based teaching strategies. There is an expectation that every student, every teacher and every leader will improve every year.

The school is also committed to developing a learning environment that is strongly centred on the building of educational aspiration and high expectations. There will be a focus on effective partnerships in learning with students and parents to ensure that students are motivated to deliver their best and continually improve.

Partnership with Parents and Carers

Narrandera High School will partner 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 local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

Narrandera High School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#).

School-wide expectations and rules

Expectation Respect	Expectations Responsible	Expectation Learning
Use manners and appropriate language	Follow instructions	Aspire to achieve your best
Work well with others	Accept the consequences of your actions	Have your equipment for learning
Be kind	Be in the right place at the right time	Participate in your learning
Value others	Respect other people's space and property	Accept feedback and overcome challenges



Are your words / actions making this a safe classroom?

What does this look like?

- No physical or verbal bullying (swearing at others, taking possessions, trash talking)
- Working with others
- Treat others with respect



Do you own your behaviour?

What does this look like?

- Follow instructions
- Be on time to class
- Wear the correct uniform
- Accept the consequences of my actions



Are you learning to the best of your ability?

What does this look like?

- We work to the best of our individual ability
- Everyone has their own way of learning
- Bring my own equipment

updated 20.12/2024**



CLASSROOM PRACTICES

1 Entry Routines

- A. Line up outside the classroom door, quietly
- B. Hats off
- C. Food away
- D. If late, knock and wait

2 Ready to Learn Routines

- A. Move to your assigned seat
- B. Bags off (back of chairs / on bench)
- C. Books and pens out

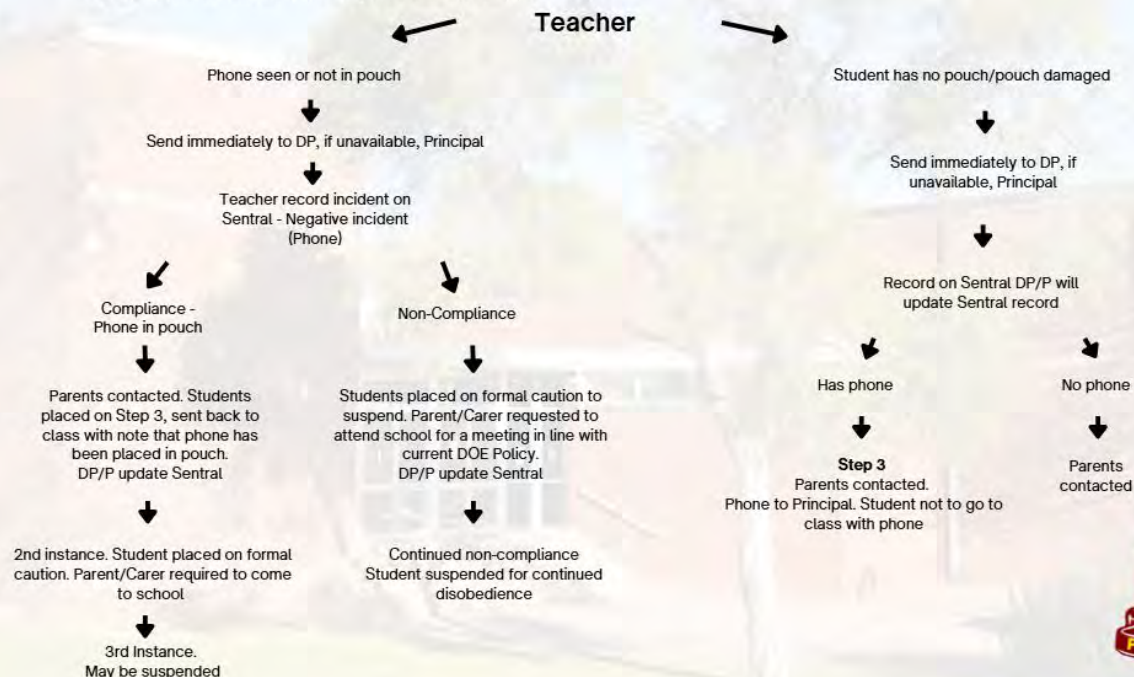
3 Exit Routines

- A. Personal gear packed away when instructed
- B. Remain in your seat until dismissed
- C. Leave classroom neat and tidy

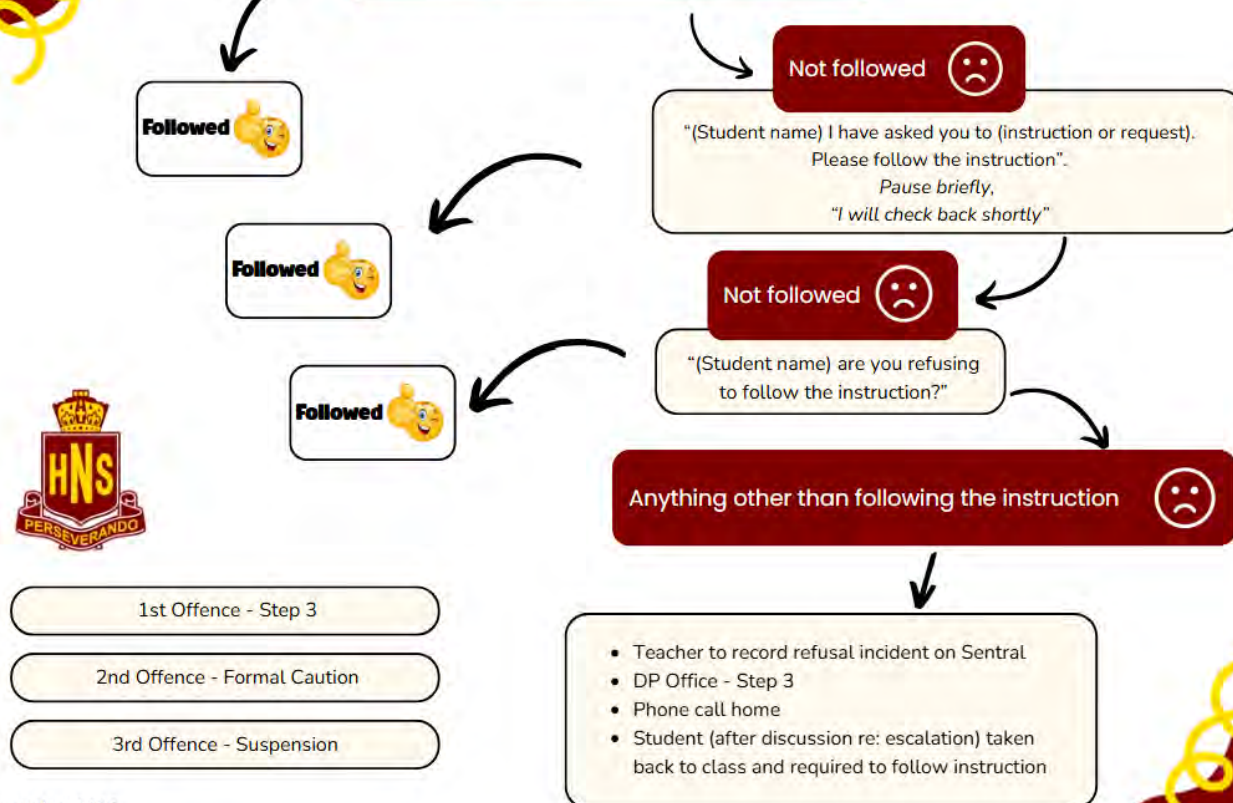
Narrandera High School

Mobile phone procedures

- Mobile devices include smart watches and air pods.
- Individual pouches will be numbered.
- All students to carry a pouch in their bag whether they have a phone or not.
- Period 1 teacher to complete a pouch check (daily initially) then randomly. Any student without a pouch or with phone not in pouch sent immediately to deputy principal.
- Student to replace lost or damaged pouches at their expense, price to be determined
- If student needs to use bathroom during class time, leave pouch with teacher.



Teacher gives instruction or request



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 Department of Education



Student code of conduct

In NSW public schools everyone belongs and strives for the highest standards of learning.

This Code is for all NSW public school students. It applies to all school activities, both on and off the school site, including online, and how students conduct themselves individually and with other students, teachers, school staff and community members.

I follow the Code by being **respectful, responsible and safe**, and by following teacher and staff directions.



Respect everyone

This means being considerate and understanding so everyone feels welcome and included.

I will:

- listen and speak respectfully
- let others focus on their learning
- value and include everyone and treat them fairly
- care for our school environment
- wear the school uniform correctly and with pride.



Be responsible

This means being careful with our actions so everyone can learn and get along.

I will:

- attend school every day I can, arrive to school and class on time, bring what I need, and be ready to learn
- follow school and class rules and routines
- use technology safely and for learning
- complete my schoolwork, try my best and ask for help when I need it
- help others when I can
- learn from the mistakes I make and try to improve.



Be safe

This means caring for yourself and others so everyone can be safe in our school.

I will:

- follow the instructions of teachers and school staff
- respect others' space, privacy and belongings
- speak up and ask for help if anyone feels unsafe or is treated unfairly
- resolve differences calmly and fairly.



To keep everyone safe, I must not:

- treat anyone unfairly because of who they are or what makes them different from me
- be violent, hurt, threaten, harass or bully anyone, including through the use of phones, devices, computers, online or social media
- bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco to school.

If I do these things, staff will take action to keep everyone safe and able to learn. This may include suspension.

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

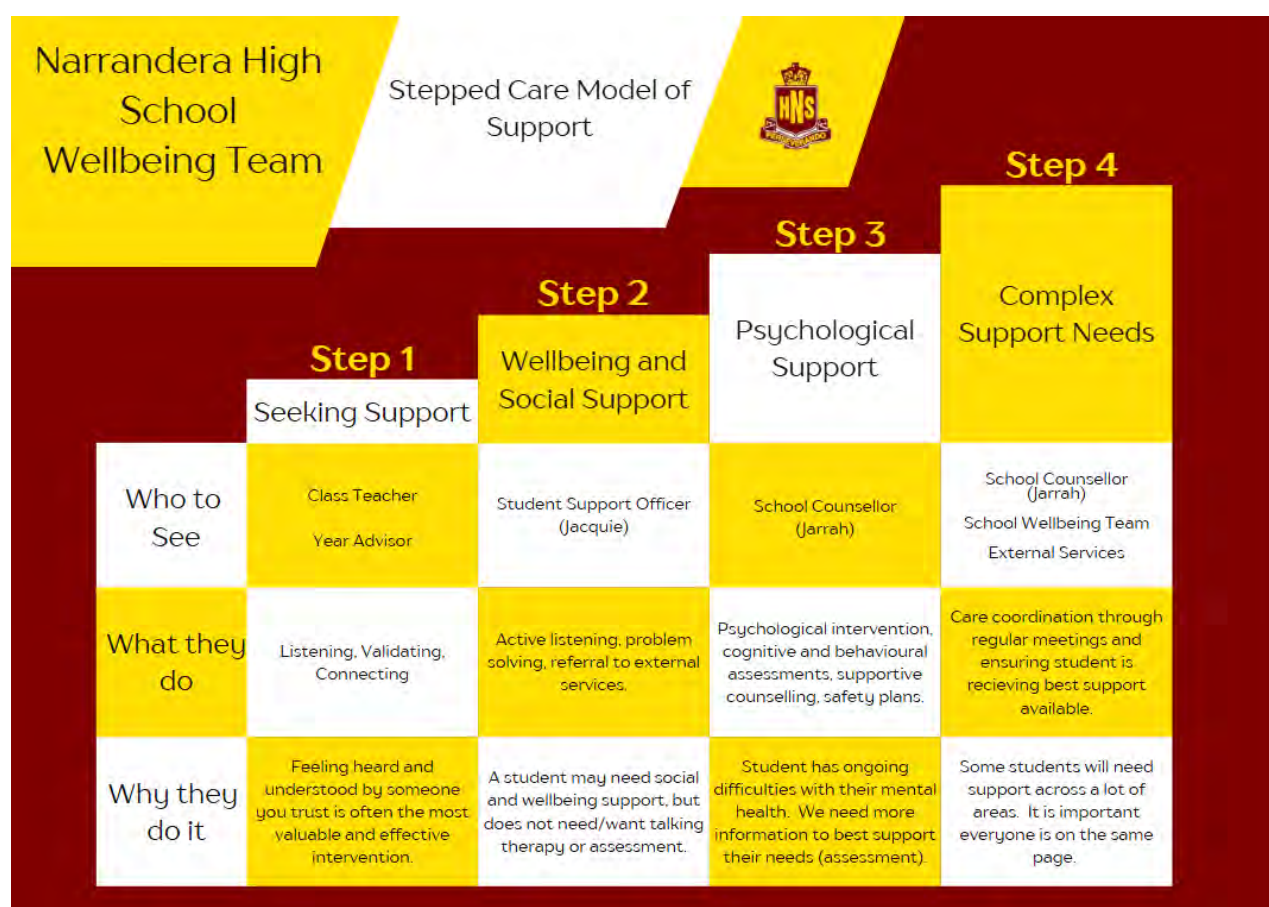
These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students
- 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 options for student choice
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Resilience Project	To build resilience, emotional literacy, and positive mental health through practical strategies. The program can support student wellbeing, improve coping skills, and create a more positive and connected school culture.	Whole school and community
Prevention	Overall Wellbeing Programmes	Year Meetings PDHPE Curriculum Attendance monitoring and rewards PBL Staff PL for consistency Student recognition – assemblies, positive postcards, PB's <i>Promotes positive, proactive strategies to provide opportunities to develop, strengthen and maintain self management skills and positive behaviour.</i>	Whole school

Care Continuum	Strategy or Program	Details	Audience
Prevention	Transition	Year 6 into Year 7. Focusing on a safe and successful movement from primary to high school.	Year 6 students and families
Prevention	Communication with parents/carers and community	To increase parent understanding of how our school addresses all forms of behaviour	School community
Targeted/Individual Intervention	Learning and Support	The Learning and Support Team work with teachers, students and families to support students who require personalised learning and support. Includes literacy and numeracy coaching, in class support, assistance with assessment and specialist support classes.	Students and families Years 7-12
Prevention Early/Targeted/Individual Intervention	Student Support Officer	Supports the implementation of the school's approach to wellbeing. Deliver targeted programmes and individual interventions.	Students and families years 7-12
Early intervention	Positive Intervention Programme	A strengths based intervention programme focusing on building self awareness, skills and connections.	Students Years 7-10
Early/Targeted/Individual intervention	Intervention Centre	Proactive measure to support students to improve engagement and wellbeing.	Students Years 7-12
Early/Targeted/Individual intervention	Clontarf Stars Aboriginal Education Officers	Improve the education, discipline, life skills, self esteem and employment prospects of young Aboriginal and Torres Strait Islander students	Students Years 7-12
Targeted	Hands on Learning	Improve student engagement and behaviour through practical outdoor learning activities.	Students Years 7-12
Targeted	Leadership Programmes	Provides opportunities for students to develop leadership skills including school leaders, house leaders and SRC.	
Individual intervention	Check in Check Out	For students who exhibit behaviours of concern	Students Years 7-10

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Individual Behaviour Support Planning	Developing, implementing, monitoring and reviewing the behaviour support, behaviour response and risk management plans. Includes partial attendance plans.	Students Years 7-12
Individual intervention	Post School Transition	Provide opportunities to prepare students for post school destinations including work force, TAFE and university.	Students Years 9-12



Name	Role
Tania Maddison	Principal
Linda Driscoll	Deputy Principal
Brooke Lucas	Head Teacher Wellbeing
Amanda Sutton	Head Teacher Learning & Inclusion
Joe Kelly	Year 7 Adviser
Rebecca Rowlings	Year 8 Adviser
Cathie Webber	Year 9 Adviser
Thomas Dore	Year 10 Adviser
Katharine Crompton	Year 10 Adviser
Jake Bailey	Year 11 Adviser
Michelle Donaldson	Year 12 Adviser
Kim Priest	School Psychologist
Jacquie Hammond	Student Support Officer

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

Narrandera High School is a PBL school with a committee that meets regularly. Our three core values are Respect, Responsibility and Learning.

Teachers can award PB's electronically through Sentral for students following our values. As students are awarded PB's they move up through the levels as per the diagram below. As students move into the various positive levels, they are entitled to receive rewards.





Steps – Monitoring of Behaviour

	Step 1	Step 2	Step 2 Attendance	Step 3
Who places the student on this step?	Classroom teacher	Head Teacher	Deputy Principal	Deputy Principal or Principal
What are some examples of behaviours that can lead to a student being placed on this Step?	Disobedience / refusal. Repeated low level behaviours. Partial Truancy. Repeatedly out of bounds. Repeatedly swearing (in conversation). Insolence	Non completion of Step 1. Dangerous behaviour. Smoking/Vaping. Abusive swearing. Inappropriate use of an electronic device. Repeated bullying. Vandalism. Sexualised behaviour (inappropriate comments or gestures)	Truancy of a full period. Repeated partial truancy.	Non completion of Step 2. Explicit swearing at staff. Possession of a weapon. Aggressive behaviour. NOTE: the above behaviours may also lead to a Formal Caution of Suspension.
Who supervises the Step card?	Faculty Head Teacher of the staff member who has put the student on the step.	Non-faculty Head Teacher Year 7 – Wellbeing Year 8 – ALEC Year 9 – Learning & Intervention Year 10 - Administration Stage 6 – Deputy Principal	Deputy Principal	Deputy Principal
Who is responsible to contact home?	Classroom teacher	Faculty HT (for non-completion of step) HT or DP depending on the behaviour	Deputy Principal	Head Teacher (for non-completion of the step) Deputy Principal/Principal (for all other)
How long is the student on the Step?	3 days	3 days	3 days attending every class	5 days

How many days before the students "steps up"?	5 days (does not include absences)	5 days (does not include absences)	5 days (does not include absences)	7 days (does not include absences), then formal caution of suspension and the 5 days re-starts. If the step is still not completed in 7 days, student may be suspended.
What constitutes a good day?	Each S = 1 point. U = 0 points Seeing the HT at recess and lunch = 1 point Hand card back (either in the afternoon or the next day) = 1 point Maximum 21 points for the day Students must achieve 18 points or more each day for this day to count as a good day			
What strategies can staff use to support students' positive behaviour?	Seating plan. Parent contact RP meetings with the support of wellbeing staff such as YA, AEO's, Clontarf, ALEC etc. Detention Withdraw from class with the HT	As with step 1 Faculty Head Teacher interventions and support.	Removal from playground. Initial parent contact. Parent meeting for non-compliance	As with Step 1 and Step 2. Referral to the Intervention Centre for any student on Step 3. Length of time at the IC will depend on the behaviours. Parent meeting with DP and Wellbeing staff.

- If a student receives a U on their Step card, the classroom teacher must make a Sentral entry and implement an appropriate sanction for the behaviour.
- When students complete their Step (regardless of the level) they return to Green – or their previous level before they went on the step (EG Bronze).
- Students on Step 2 may not be invited to attend non-curricular activities. This is at the discretion of the Deputy Principal and Principal.
- Students on Step 3 are unlikely to be invited to attend non-curricular activities. This is at the discretion of the Deputy Principal and Principal.

Bullying and Cyberbullying

Narrandera High School is dedicated in providing a secure and supportive environment for all members of the school community – free from all types of bullying.

Bullying of students - prevention and response

All people entering our school, who behave in a respectful and acceptable manner, have a right to feel safe and freely express themselves without fear of bullying.

This procedure will:

- Identify and define bullying.
- identify strategies for all members of our school community to prevent bullying within the school
- summarise our approach to bullies and bullying.

Narrandera High School

Anti-Bullying Policy

Effective Date: Term 1 2026

Review Date: Term 1 2027

Approved By: Tania Maddison - Principal

1. Purpose

Bullying behaviour is not allowed in NSW public schools. Narrandera High School has a School Behaviour Support and Management Plan that includes anti-bullying strategies, prioritises learning continuity, and supports whole-school, prevention-focused, and positive approaches to behaviour support. This plan outlines how the school will help all students with their behaviour, how to stop bullying, and how to handle behaviours of concern, which may require interventions such as detention, reflection or timeout if they affect teaching, learning, or safety. Bullying, including cyberbullying, is specifically addressed with clear policies and interventions to ensure schools remain safe and inclusive environments for all students.

Narrandera High School is committed to providing a safe, supportive, and respectful learning environment where bullying is not tolerated. This policy outlines our commitment to preventing and responding effectively to bullying to protect the wellbeing of all students and staff.

2. Definition of Bullying

Bullying is repeated, targeted behaviour that causes harm, distress, or fear. It can be physical, verbal, social, or cyberbullying and is characterised by an imbalance of power.

Examples include, but are not limited to:

- Physical aggression (hitting, pushing)
- Verbal abuse (name-calling, threats)
- Social exclusion or spreading rumours
- Cyberbullying through digital platforms

3. Scope

This policy applies to all students, staff, parents, caregivers, and visitors on school grounds, during school activities, and in online environments linked to the school.

4. Commitment to Prevention

- Promote a positive school culture through social and emotional learning and respect education.
- Provide education and awareness programs for students, staff, and families.
- Encourage open communication and reporting of bullying without fear of retaliation.

5. Reporting Procedures

- Any member of the school community can report bullying incidents.
- Reports should be made promptly to a teacher, the Principal, or Deputy Principal.
- All reports must be documented in Sentral.

- All reports must be documented in Sentral.
- Immediate risks are to be reported directly to the Principal or Deputy Principal.

6. Response to Bullying

- All bullying incidents will be investigated promptly and fairly by the Principal or Deputy Principal.
- Support will be provided to victims through referral to the Wellbeing team as needed.
- Appropriate consequences will be applied to perpetrators in line with [school](#) behaviour management system.
- Restorative practice will be used where appropriate to address harm and rebuild relationships.

7. Support and Monitoring

- Ongoing support will be provided for all parties involved.
- Incidents will be monitored to prevent recurrence.
- Families will be engaged through open communication, while respecting privacy considerations.

8. Responsibilities

- **Students:** Treat others with respect and report bullying behaviour.
- **Staff:** Model respectful behaviour, respond to reports, and maintain confidentiality.
- **Parents/Caregivers:** Support the school's approach and discuss concerns promptly with school staff.
- **School Leadership:** Ensure the policy is implemented, incidents are managed effectively, and overall wellbeing is promoted.

9. Related Policies and Resources

- [Behaviour Code for Students](#)
- [Student Behaviour Policy](#)
- [NSW Anti-Bullying Framework](#)
- [Restorative Practices Guidelines](#)

10. Policy Review

- This policy will be reviewed annually or as required, based on incident data and community feedback.

Detention, reflection and restorative practices

Detention and/or reflection is a consequence that Narrandera High School uses to address inappropriate student behaviour. This allows the school to provide timely support to students to assist them to achieve desired behaviours and make positive choices. this will include:

- Supervision by staff
- Student to be kept for reflection no longer than half of the break time – recess or lunch
- Students will have adequate time for eating and toilet breaks.
- Discussion of expectations and desired behaviours.

Narrandera High School has a long history of using Restorative Practices as a strategy to repair, rebuild and maintain relationships.

Restorative Practice conversations routinely occur between students, between staff and students or between staff.

Review dates

Last review date: 30th July 2026

Next review date: February 2027