

27th January 2026 version 3

Next review date: 3rd October 2026

Overview

South Grafton High School is committed to explicitly teaching and modelling positive behaviour, fostering student engagement, and supporting every learner to reach their full potential. Our goal is to inspire all students to actively and positively contribute to society. We are committed to promoting excellence, opportunity, and success for everyone within a safe, respectful, and nurturing learning environment.

Our SBSMP is grounded in the principles of positive behaviour support, trauma-informed practices, inclusive education, and social-emotional learning. We set high expectations for student behaviour through effective role modelling, explicit instruction, and consistent, thoughtful responses. We believe students must take responsibility for their actions, and we ensure that all staff respond consistently to guide students in acknowledging harm and learning from their behaviour.

To support this mission, our school community values and implements key approaches and programs including:

- Implementation of the Positive Behaviour for Learning (PBL) framework
- Planned responses to behaviours of concern, including our behaviour management level system
- Adoption of a whole-school approach aligned with the NSW Department of Education Care Continuum guide.

These initiatives focus on academic, social and emotional development, enhancing positive mental health and nurturing respectful relationships.

Audience

All staff, students, parents and carers.

Links to Legislation

This policy integrates the principles and requirements of the legislation below by fostering a safe, inclusive, and respectful school culture that supports the wellbeing, rights, and learning needs of all students.

- Anti-Discrimination Act 1977 (NSW)
- Child Protection (working with children) Act 2022 (NSW)
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Education Act 1990 (NSW)
- Work, Health and Safety Act 2011 (NSW)

Links to NSW Department of Education Policies

- [Anti-bullying initiatives](#)
- [Behaviour code for Students](#)
- [Child Protection Guidelines](#)
- [Incident notification and response procedures](#)
- [Student behaviour policy](#)
- [Student Behaviour Support and Management Plan](#)
- [Suspension and expulsion procedures](#)

Key stakeholders

Staff

Staff are essential stakeholders in developing and implementing the SBSMP. Collaborative involvement through staff meetings and staff development days supports shared ownership, consistent implementation, and ongoing feedback for continuous improvement.

Students

Students' insights and perspectives are essential to ensure the SBSMP is fair, effective, and reflective of the school community needs. This input is gathered through various surveys and leadership forums, including the Student Representative Council and Junior AECG meetings.

Parents and carers

South Grafton High School actively engages and consults parents and carers regarding student behaviour management procedures through various feedback channels, including the NSW Public Schools Survey, other school surveys, parent-teacher interviews and the school's P&C Association and the local AECG meetings.

The school communicates student behaviour management strategies and expectations clearly via the school website, Sentral parent portal and newsletter, and provides access to relevant information and resources through the [Behaviour support toolkit](#).

School-wide expectations and rules

Positive Behaviour for Learning (PBL) Framework

At South Grafton High School, our school-wide behaviour expectations and rules are founded on the PBL framework.

These expectations are guided by our core values of:

- **Responsibility**
- **Personal Best**
- **Respect**

These values shape a positive and supportive learning environment for all students.

A summary of these expectations is provided below. For a detailed guide on positive and appropriate student behaviour, **please refer to the PBL matrix in Appendix 1.**

Responsibility	Personal Best	Respect
Right place, right time	Bring the required equipment	Use school language
Digital devices off and away	Work to your personal best	Follow staff instructions
Be prepared and on task	Be ready to learn	Be kind and value others
Wear correct uniform	Challenge yourself	Accept differences

Planned responses to positive appropriate behaviour

PBL expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules through verbal and non-verbal positive feedback and tangible reinforcers including:

CALM Token

CALM Tokens are distributed by all staff for students that display positive behaviour from the PBL core values/Matrix. Five students are drawn out each week at assembly to receive a canteen voucher.

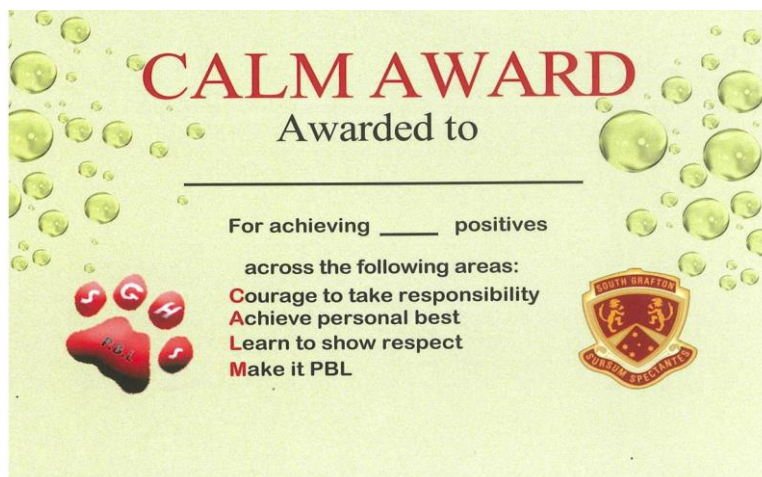


Wellbeing Positive Incident Entry

Wellbeing positive incidents can be entered by staff in Sentral Wellbeing. They can be used as an efficient classroom management tool.

CALM Award

CALM awards are provided to students who receive 10 positive incidents in Sentral Wellbeing. CALM Awards are posted home, and count towards Merit, Medal and Elite Level Awards along with the Principal’s PBL Awards.



Awards System

Staff members can record student Awards in Sentral by navigating to the Wellbeing section and selecting Awards. For details on our school’s Award System, please refer to Appendix 2.

Principal's Award of Excellence

Students in each year group ranked in the top five places across all subject areas studied are allocated points to give an aggregate score. This includes:

1st= 5 points, 2nd= 4 points, 3rd= 3 points, 4th = 2 points and 5th= 1 point.

Students with the highest aggregate scores will receive the Principal's Award of Excellence at the presentation day assembly at the end of each year.

Principals PBL Award

At the end of each year, the student in each year group with the highest number of Merit Awards will receive the Principal's PBL Award at the presentation day assembly.

Parent communication

Parents can monitor through the Sentral parent portal when Positive incidents and Awards are recorded on the Wellbeing system. Student awards for positive behaviour are given weekly at the school assembly, at end of Semester assemblies and are announced in the Newsletter.

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

Behaviour code for Students

NSW public schools are dedicated to fostering safe, supportive, and responsive learning environments for all students. The Behaviour Code for Students is available in multiple languages and can be accessed here: [Behaviour code for students](#).

A behaviour of concern refers to challenging, complex, or unsafe actions that require consistent interventions. This does not include low-level inappropriate behaviours or those considered developmentally typical.

Bullying behaviour is characterised by the intentional misuse of power within a relationship, is repeated over time, and includes actions that cause harm.

At South Grafton High School, staff identify inappropriate behaviours and behaviours of concern, including bullying and cyberbullying, through various means such as:

- direct observation of students' behaviour, interactions, verbal communication, or work e.g. written materials or artworks
- disclosure of new or previously hidden information by a person
- reports or concerns raised by parents, community members, or external agencies.

Students and parents are encouraged to report bullying to any staff member. NSW public school principals have the authority to take disciplinary action for student behaviours occurring outside school hours or grounds, including cyberbullying, when there is a clear and direct link to the school. Students who experience bullying will be provided with appropriate support, such as assistance from their year adviser or the school counselling service.

Additionally, students and parents/carers can report cyberbullying to the [eSafety Commissioner](#). Reporting links for most sites, games and apps can be found at the [eSafety Guide](#). For more information, please refer to our school's **Bullying Response Flowchart in Appendix 3**.

Responses to behaviours of concern

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

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

- at school
- while travelling to and from school
- during school-endorsed off-site activities
- outside school hours and off school premises when there is a clear and direct link between the school and students' behaviour
- when using social media, mobile devices, or other technology involving another student or staff member, provided there is a clear and close connection to the school and the student's conduct.

Teacher responses to behaviours of concern include:

- review and document incident in Sentral Wellbeing
- determine appropriate response/s, including supports for staff or other students impacted
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- detention, reflection and restorative practices (further details on these practices are provided below).

And if required:

- refer/monitor the student through the school Learning and Support Team

Senior executive:

- Formal caution to suspend or suspension with procedural fairness always considered
- refer/monitor the student through the school Learning and Support Team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- liaise with [Team Around a School](#) for additional support or advice
- Report and record serious behaviours of concern using the [Incident Notification and Response procedure](#).

PBL consequence matrix

Our school's PBL consequence matrix guides staff responses in managing inappropriate student behaviour and behaviours of concern. **Please refer to Appendix 4.**

Behaviour management level system

Our school's behaviour management level system provides a clear and consistent tool for staff to use in managing inappropriate student behaviour and behaviours of concern. **Please refer to Appendix 5.**

Responses to students at risk of harm

- **Listen and Support:** Provide a calm, safe, and supportive environment for the student. Listen carefully without pressing for details.
- **Record Information:** Document the student's disclosure or your observations factually, including dates, times, and exactly what was said or observed.
- **Report Promptly:** To a Senior executive staff member. Use the Mandatory Reporter Guide (MRG) to determine if the concern meets the threshold for suspected risk of significant harm. If yes, report immediately to the Department of Communities and Justice (DCJ) Child Protection Helpline. If the risk is not significant but concerning, report to the Department of Education's Child Wellbeing Unit.

- **Maintain Confidentiality:** Share information strictly on a need-to-know basis to protect the student’s privacy and safety.
- **Follow Up:** Cooperate with any investigations or support plans initiated by authorities. Provide ongoing support to the student within the school setting.
- **Ensure Safety:** If there is an immediate threat to the student’s safety, take urgent action to protect them and contact emergency services if necessary.

This approach aligns with the Department of Education’s [Child Protection Guidelines](#).

Detention, reflection and restorative practices

When students are removed from the playground as part of a planned behaviour response, they are always given opportunities for toilet and food breaks. The length of the withdrawal is carefully determined to suit the student’s age and developmental stage.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention/Reflection - Students who breach behaviour expectations may be withdrawn from the playground during breaks and allocated to a supervised space, such as an office or classroom. This strategy aims to support the students in reflecting on their behaviour, encouraging self-awareness and positive decision-making, either individually or within a group setting.	Next break	Teachers	Behaviour wellbeing Sentral system
Restorative practice – peer mediation , circles , or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/ HT Wellbeing/ Student Support Officer/Deputy Principal	Behaviour wellbeing Sentral system

Whole school approach across the care continuum

The Department of Education's Care Continuum is a framework that guides the delivery of support and interventions for student behaviour and wellbeing. These approaches are built on a foundation of evidence-based strategies that promote positive behaviour, trauma-informed practices, and the principles of inclusive education. The care continuum encompasses interventions at three levels:

Tier 1: Universal Supports

These are preventative interventions designed for all students, aimed at creating safe, respectful learning and play environments. Effective classroom practices that set the tone for engagement and respectful relationships 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 (use the PBL consequences matrix)
- 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 providing reasonable adjustments to meet the needs of all learners.

Tier 2: Targeted Supports

This involves support for students exhibiting behaviours of concern and/or have additional learning and support needs, which includes early and targeted interventions.

Tier 3: Personalised Supports

This level provides intensive, individualised interventions for students with specific additional learning and support needs and/or are displaying more serious behaviours of concern.

Please refer to Appendix 6 for our schools’ Care Continuum strategies.

Delivery and implementation of the School Behaviour and Support Management Plan (SBSMP)

After the team have reviewed the SBSMP the school will:

- Engage the whole school community by publishing the SBSMP on the school website.
- Embed the identified procedures, strategies and programs in day-to-day school operations through staff professional learning and explicitly teaching students.
- Annually monitor and evaluate the plan using Sentral wellbeing data, input from stakeholders and updates in legislation and regulations.

Definitions

Term	Definition
Behaviours of concern	Actions that disrupt learning, undermine a positive school atmosphere, or present potential risks to the safety or wellbeing of the student or others. While these behaviours call for support and intervention, they are generally less severe or urgent in nature. Examples include persistent disobedience, misuse of technology, damage to property, verbal abuse.
Bullying	Repeated harmful actions, whether verbal, physical, social, or psychological, that involve an imbalance of power between the person bullying and the target. These behaviours are intentional, hurtful, and often persistent, and can take place in person or through digital platforms (cyberbullying).
Care Continuum	A structured framework or approach that outlines the progressive levels of support and intervention provided to students to promote their wellbeing, engagement, and positive behaviour.
Detention/Reflection	A behavioural consequence requiring a student to spend time during breaks, reflecting on their behaviour and its impact. This encourages the student to reconsider their actions and develop strategies for more positive behaviour in the future.
Formal Caution	A documented warning given to a student regarding their behaviour of concern. It serves as an official notice that the behaviour is unacceptable, and that continued misconduct may lead to more serious consequences or disciplinary actions, such as suspension.
Reasonable adjustments	Accommodations made to ensure students with disability or additional learning needs have equal access to education e.g. larger font size for a student with a vision impairment.

Restorative practices	Approaches used within schools that focus on repairing relationships, promoting accountability, and fostering a positive school community.
Serious behaviours of Concern	These behaviours are more severe and pose a significant or immediate risk to safety, wellbeing, or the learning environment. They require immediate and targeted responses, often involving multiple stakeholders and possibly external agencies. Examples include physical violence, threats, self-harm, or possession of and/or use of weapons or drugs.

Reference list

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<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum>

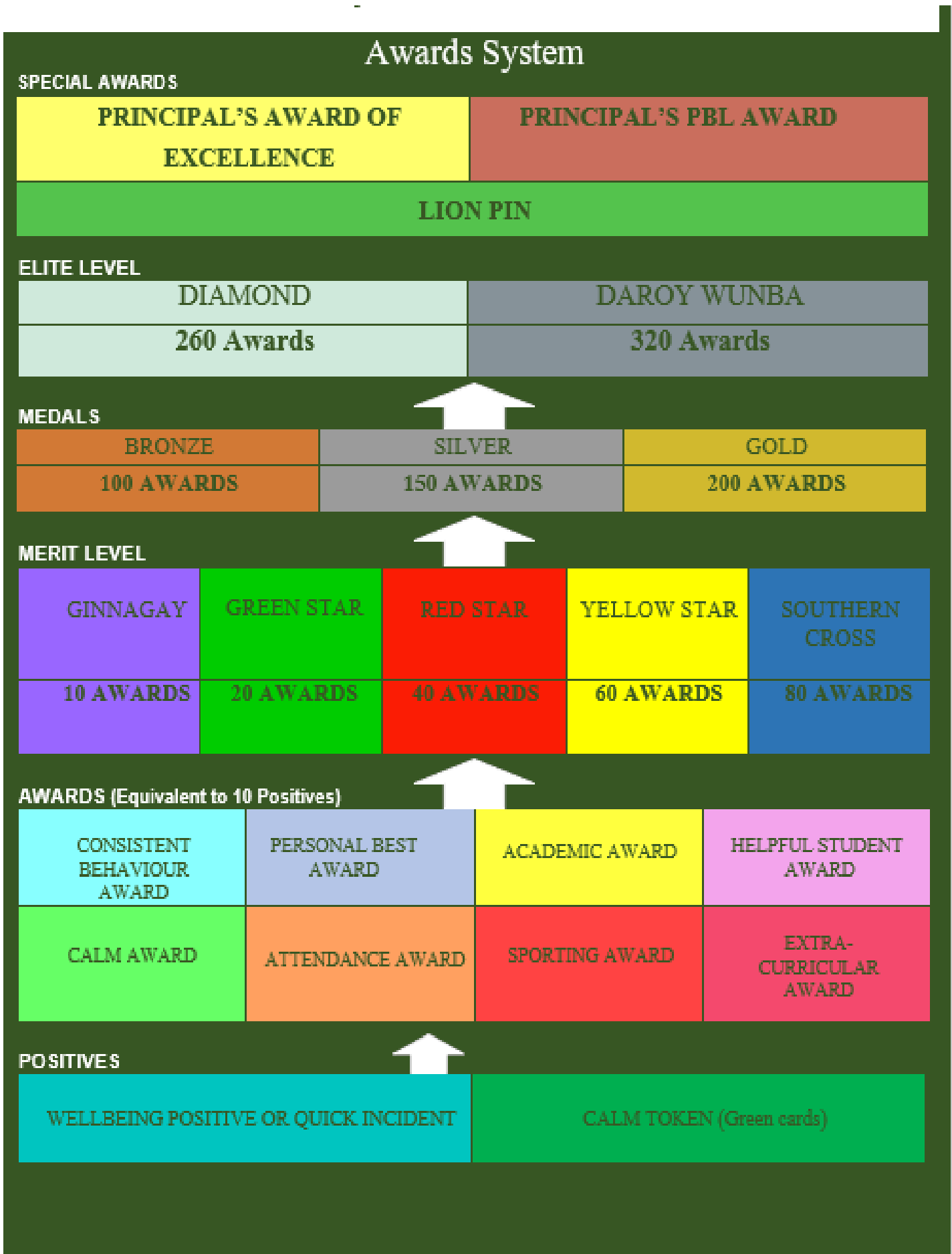
Appendix 1:

South Grafton High School PBL Matrix

	Classroom	To and from School	Excursions/Sport
RESPONSIBILITY	<ul style="list-style-type: none"> ○ Right place, right time ○ Bring required equipment ○ Be willing to learn ○ Food away 	<ul style="list-style-type: none"> ○ Look out for others ○ Once in, stay in ○ Wear a helmet when riding 	<ul style="list-style-type: none"> ○ Notes and fees in on time ○ Dress appropriately ○ Follow staff instructions
RESPECT	<ul style="list-style-type: none"> ○ Follow staff instructions ○ Allow others to learn ○ Value all learning spaces ○ Use school language 	<ul style="list-style-type: none"> ○ Value the environment ○ Follow staff instructions ○ Use school language 	<ul style="list-style-type: none"> ○ Value property ○ Behave lawfully ○ Use manners
PERSONAL BEST	<ul style="list-style-type: none"> ○ Challenge yourself ○ Take pride in your work ○ Complete work on time 	<ul style="list-style-type: none"> ○ Be a positive role model ○ Act Safely 	<ul style="list-style-type: none"> ○ Actively participate ○ Demonstrate sportsmanship ○ Be a positive role model

	All Settings	Playground	Moving around the school
RESPONSIBILITY	<ul style="list-style-type: none"> ○ Wear correct uniform ○ Right place, right time ○ Follow staff instructions 	<ul style="list-style-type: none"> ○ Follow staff instructions ○ Use the toilet during breaks ○ Right place, right time ○ Bin your rubbish 	<ul style="list-style-type: none"> ○ Follow staff instructions ○ Line up ○ Right place, right time ○ Stay to the left
RESPECT	<ul style="list-style-type: none"> ○ Use school language ○ Be considerate ○ Pay attention ○ Hands and feet to self 	<ul style="list-style-type: none"> ○ Use school language ○ Value all property ○ Consider others ○ Hands and feet to self 	<ul style="list-style-type: none"> ○ Use school language ○ Consider personal space ○ Hands and feet to self
PERSONAL BEST	<ul style="list-style-type: none"> ○ Be prepared and on task ○ Be willing to learn ○ Be supportive ○ Act Safely 	<ul style="list-style-type: none"> ○ Be active ○ Include and encourage others ○ Play safely 	<ul style="list-style-type: none"> ○ Be courteous ○ Be willing to learn ○ Move safely

Appendix 2:

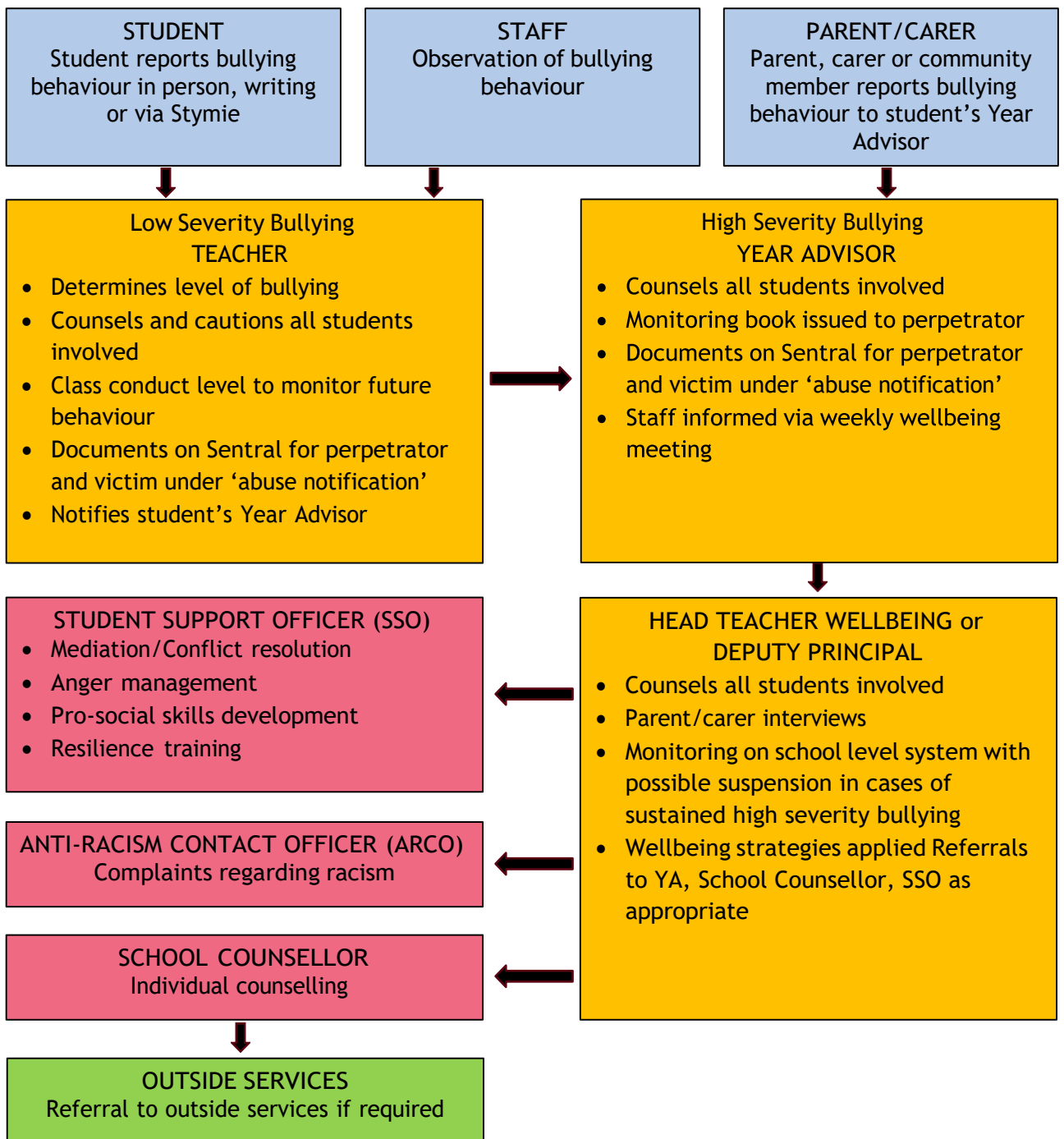


Appendix 3:

Bullying Response Flowchart

When a student feels like they are a victim of bullying the student/s should:

- Communicate: Let the person know how their actions are affecting them and ask them to stop (if they feel safe to do so)
- Report: Inform a staff member (e.g. teacher, Year Advisor, HT Wellbeing, SSO, DP) immediately, especially if the behaviour continues or if they feel unsafe
- Stay safe: Avoid taking retaliatory measures, as this can escalate the situation



Appendix 4:

SOUTH GRAFTON HIGH SCHOOL PBL CONSEQUENCES MATRIX				
Classroom/All settings. Failure to follow teacher instruction	Playground/All settings. Failure to keep hands off, clean area, use appropriate language	Truancy/Late to class	Bullying, harassment, intimidation	Misuse of technology
1. Teacher to demonstrate and model explicit behaviour e.g. agreed class rules.	1. Teacher to demonstrate and model explicit behaviour e.g. say, “use appropriate school language”.	1. Teacher to demonstrate and model explicit behaviour e.g. agreed class rules.	1. Teacher to demonstrate and model explicit behaviour e.g. explain the PBL core value – Respect.	1. Teacher to demonstrate and model explicit behaviour e.g. say, “all devices off and away by 8:30am”.
2. First warning: Teacher to give explicit instructions to appropriate behaviour e.g. proximity, signals, redirect with specific constructive feedback.	2. First warning: Teacher to give explicit instructions to appropriate behaviour e.g. say, “hands off at all times”.	2. First warning: Teacher to give explicit instructions to appropriate behaviour e.g. say, “you need a late slip”, quiet chat about why they are late/truanting.	2. First warning: Teacher to give explicit instructions to appropriate behaviour e.g. Refer to SGHS Bullying response flowchart.	2. First warning: Teacher to give explicit instructions to appropriate behaviour e.g. say, “digital devices off and away” as well as reporting a Digital Device Breach on Sentral.
3. Outline possible consequences and choices for the student e.g. move student or detention.	3. Outline possible consequences and choices for the student e.g. clean up area.	3. Outline possible consequences and choices for the student e.g. detention.	3. Outline possible consequences and choices for the student e.g. Referral to YA/DP depending on the severity.	3. Outline possible consequences and choices for the student e.g. Report to DP if device is seen again.
4. Second warning: A consequence should be applied.	4. Second warning: A consequence should be applied.	4. Second warning: A consequence should be applied.	4. Second warning: A consequence should be applied. Record all reports on Sentral, ensure the students are acknowledged and the incident actioned. Refer to YA who will use the SGHS Bullying response	4. Second warning: report to DP Principal. Two Digital Device Breaches results in a Formal Caution and Executive level.

			flowchart to follow up the incident.	
5. Failure to comply, issue a Class Conduct level including Sentral entry, letter and phone call home.	5. Failure to comply, request HT on duty to support.	5. Failure to comply, issue a Class Conduct level including Sentral entry, letter and phone call home.	5. Failure to comply, issue a Class Conduct level including Sentral entry, letter and phone call home.	5. Failure to comply, a Suspension for persistent disobedience may be issued.
6. Failure to meet Class Conduct level requirements, refer to HT.	6. Failure to follow HT instructions, place on HT level. Incidents involving verbal or physical abuse report to DP.	6. Failure to meet Class Conduct level requirements, refer to HT.	6. Failure to meet Class Conduct level requirements, refer to HT.	

Appendix 5:

South Grafton High School Behaviour Management Level System

Level	Reasons	Consequence	Personnel responsible
<p>Class conduct level</p> <p>Monitored for up to 10 consecutive subject periods within a maximum of 4 weeks</p>	<p>Low level inappropriate behaviours including:</p> <ul style="list-style-type: none"> - Defiance/non-compliance - Disruption - Truancy - Inappropriate language - Property misuse - Misuse of technology - Disrespect towards peers or staff 	<p>Sentral letter and phone call to parents.</p> <p>Completion of Class conduct level monitoring sheet.</p> <p>A record of a ‘3’ must be accompanied with a Sentral entry.</p>	<p>Classroom teacher</p>
<p>Head Teacher Level</p> <p>Monitored for up to 10 consecutive subject periods within a maximum of 4 weeks</p>	<p>No improvement on Class Conduct Level (3 negative lessons).</p> <p>Behaviours of concern including:</p> <ul style="list-style-type: none"> - Persistent disobedience &/or disruptive behaviour 	<p>Interview with HT and discussion of incident and support. Sentral letter and phone call to parents.</p> <p>Completion of Head Teacher level monitoring sheet.</p> <p>Lunch detention/restorative practices if applicable.</p>	<p>Head Teacher</p>
<p>Formal Caution</p> <p>Warning of Suspension</p> <p>Valid for up to 50 days</p>	<p>No improvement on Head Teacher Level (3 negative lessons).</p> <p>Behaviours of concern including:</p> <ul style="list-style-type: none"> - Persistent disobedience &/or disruptive behaviour - Misuse of technology (2 digital device Sentral entries). - Malicious damage to, or theft, of property. - Verbal Abuse. 	<p>Interview with the student to discuss incident and behaviour support intervention.</p> <p>Sentral letter and phone call to parents.</p> <p>Completion of Executive level book (monitored for 5 satisfactory days within a 10-day timeframe).</p> <p>Lunch detention, restorative practices, Learning and</p>	<p>Deputy Principal</p>

	<ul style="list-style-type: none"> - Bullying or cyber-bullying related to school. - Discrimination, including that based on sex, race, religion, disability, sexual or gender identity. 	<p>Support Team referral, if applicable.</p> <p>Student cannot represent the school at non-mandatory excursions and events while on the Executive level book.</p>	
<p>Suspension</p> <p>Valid for up to 10 days, unless permission for an extension is granted by the Principal and the Director, Educational Leadership.</p>	<p>No improvement on Executive level (5 or more unsatisfactory days within 10-day period).</p> <p>Repeated behaviour/s of concern.</p> <p>Serious behaviours of concern including:</p> <ul style="list-style-type: none"> - Being in possession of, use or supply of an illegal substance including tobacco, alcohol, vapes. - Possession of, or using, weapon/s - 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 sexualised behaviour that has caused physical or psychological or emotional harm to others. 	<p>Interview with student to discuss incident including incident reports where applicable.</p> <p>Sentral letter and phone call to parents.</p> <p>Follow departments incident notification and response procedures.</p> <p>Student is temporarily removed from school to give the school time to plan and implement supports for the student’s behaviour. This may include engagement with specialist staff and external services.</p> <p>Return from suspension meeting with student and parent/carer.</p> <p>Student cannot represent the school at non-mandatory excursions and events for up to 10 weeks.</p>	<p>Deputy Principal and Principal</p>
<p>Expulsion</p>	<p>Serious circumstances where behaviour interventions, including suspensions and risk management procedures have been unsuccessful in managing significant behaviours of concern. Emphasis is given to procedural fairness.</p>	<p>Student is no longer permitted to attend that school. The Department provides support to ensure the student continues their education elsewhere.</p>	<p>Principal in consultation with the Director, Educational Leadership.</p>

For more information, please see the [Suspension and expulsion procedures](#)

Appendix 6: South Grafton High School Care Continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early Intervention/ Targeted/ Individual	Restorative Practice	Promotes positive proactive strategies to develop, strengthen, repair and maintain healthy relationships.	Staff, students 7-12, families
Prevention	PBL	A range of systematic and individualised strategies for achieving well-being outcomes, while preventing inappropriate behaviour.	Staff, PBL team, students 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention/Early Intervention/ Targeted/ Individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention	Communication with parents	To increase parents’ understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	Trauma informed Practice professional learning	Helps educators understand how trauma affects students and equips them to create safe, supportive, and inclusive environments.	Staff
Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual NWA – Term 3 each year.	Staff, students 7-12
Prevention	Year 6 to 7 Transition Program	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	ROAR Peer Support Program	Our student-led ROAR program builds resilience by fostering relationships and equipping year 7 students with the skills to navigate high school.	Students 7 and 10, and Year Advisers
Prevention/ Individual	Time out	Self-directed & Teacher-directed time out to prevent escalation of behaviour or provide the opportunity to self-regulate. Students are issued a Time-out card.	Students 7-12

Prevention/Early intervention	Student Support Officer (SSO)	Supports the implementation of the school's approach to wellbeing.	Student 7-12
Prevention/Early intervention	Stymie	Online platform that provides an anonymous mechanism for students to report issues.	Students 7-12
Prevention/Early intervention	teen Mental Health First Aid	Teaching students how to provide initial peer support to a friend or classmate who may be experiencing a mental health problem or crisis.	Year 10-11
Prevention/Early intervention	Rock and Water	This program decreases bullying and depressive feelings and increases self-esteem, self-regulation and social acceptance.	Students 7-10
Prevention/Early intervention	Youth Aware of Mental Health (YAM)	A school based mental health promotion and suicide prevention program.	Year 10
Prevention/Early intervention	School Chaplain	Supports the implementation of the school's approach to wellbeing.	Student 7-12
Targeted/ Individual	Learning and Support	The Learning and Support Team works with teachers, students and families to assist students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted / Individual	Wellbeing Health In-reach Nurse (WHIN)	Works to support students and families that require assistance on a wide range of health and wellbeing issues.	Staff, individual students 7-12, families
Targeted/ Individual	School Counselling Service	Psychological assessments, counselling and intervention in consultation with Learning and Support team, parents/carers and outside agencies.	Staff, individual students 7-12, families
Targeted	Clontarf Foundation	Support for Aboriginal boys in education, life skills, wellbeing and employment prospects.	Aboriginal boys 7-12, Clontarf Mentors and families
Targeted	Stars Foundation	Support for Aboriginal girls in education, life skills, wellbeing and employment prospects.	Aboriginal girls 7-12, Stars Mentors and families
Targeted/ Individual	Transition Learning Centre (TLC)	Provides individualised support in an alternative learning environment for students with additional needs.	Individual students 7-12
Targeted	Leadership programs	These include Student Representative Council, Junior AECG and ROAR peer mentors.	Students 7-12
Targeted/Early intervention	PCYC Perfect Presence	Program that targets students at risk of disengaging from school and their learning.	Students 7-9

Targeted	RAGE program	An emotional regulation program to help students express anger and other emotions in healthy ways.	Students 7-10
Targeted/ Individual	Monitoring Book	Daily Monitoring book to support change in a pattern of behaviour.	Students 7-12, Year Adviser, Deputy Principal (DP)
Targeted/ Individual	Nationally Consistent Collection of Data (NCCD)	Annual process to identify and document the adjustments and support provided to students with disability to ensure they can access education on the same basis as their peers.	Students 7-12
Targeted	Stay On-Track	Year 12 student-teacher mentoring program designed to support student wellbeing during their final year of high school.	Year 12 students
Individual	Integration funding support	Provides additional funding to assist students with disability who require supplementary adjustments beyond standard resources to access and participate fully in education.	Students 7-12
Individual	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students 7-12, Year Advisor, HT Admin and DP
Individual	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing Personalised Learning and Support plans, and Behaviour Management and Risk Management plans.	Students 7-12, parent/carer, LaST, HT Wellbeing