NSW Department of Education

Vincentia High School Behaviour Support and Management Plan 2025

Overview

Vincentia High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We commit to all students being actively engaged in their education through challenging learning experiences. With a focus on consistency and inclusivity, our students will graduate from Vincentia High School with the knowledge and skills required to achieve individual success in their future pathways. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, social emotional learning and attendance strategies underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

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

Our Strategic Excellence Plan priorities are

- Student growth and attainment
- Active Learners
- Inclusion and Excellence for All

To achieve our vision, key approaches and programs prioritised and valued by the school community are:

- Restorative Practice
- Year Advisor Program
- Targeted programs are coordinated through our walawaani ngarn and yiliga miraral teams such as Perfect Presence, Top Blokes Youth Insearch and attendance improvement programs. These approaches support good mental health, positive relationships and prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

Vincentia 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 community representatives.
- using concerns raised through complaints procedures to review school systems, data and practices.

Vincentia High School will communicate these expectations to parents/carers through the school newsletter and website and provide links to information and resources in the NSW Department of Education Behaviour support toolkit.

School-wide expectations and rules

Vincentia High School has the following school-wide expectations and rules:

To be respectful, safe, engaged learners.

Respect	Responsibility	Personal Best
Be kind and value others	Be safe and help others to make safe choices	Be prepared for every lesson and ready to learn
Use appropriate language	Be aware of how actions impact others	Actively participate in learning
Work co-operatively	Restore calm and resolve conflict	Be aspirational, be your best
Accept differences	Arrive at class on time	

Behaviour code for students

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

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

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 about conflict and bullying
- providing mentoring and support for all students
- encouraging expected behaviour with positive feedback and reinforcement

- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with wellbeing programs
- providing carefully sequenced engaging lessons that provide options for student choice

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive, consistent and safe classroom climate	A positive, consistent and safe classroom climate is characterised by respectful interactions between students and their peers and teachers and regular attendance. It is underpinned by positive student-teacher relationships	Whole school
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	Personal Learning Pathway	Individual planning to identify goals and aspirations and support.	First Nations students
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention	Trauma Informed and Restorative Practice	Staff professional learning aimed at providing consistent language and skills for managing behaviour	Whole school
Prevention	Ganya Garinja	Cultural Program aimed at engaging our Indigenous students in developing cultural connections, educational engagement, and maintaining a sense of safety and pride.	First Nations students
Prevention	Vincentia High School Clontarf Foundation	Aims to improve student attendance, educational engagement, self-discipline, self-esteem, life skills, and employment prospects.	First Nations male students
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
Prevention	Year Advisor Program (YAP)	Explicitly teaching students cognitive, affective and behavioural skills including self-management, social awareness, relationship skills and responsible decision making.	Stage 4- Year 7 and 8 classes.
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Prevention	Breakfast Club	Breakfast clubs enable schools to teach children about the benefits of eating breakfast, healthy nutrition to their learning and overall development.	Whole school
Prevention	Promoting Positivity with VHS Lunch and Recess Clubs	The aim of the Clubs project is to encourage students to invest their energy at break times in meaningful pursuits rather than engaging in negative peer interactions and behaviours. It attempts to scaffold students to socially interact	Whole school

		in positive and effective ways, both with each other and adults.	
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted Intervention	Learning and Support Team	Development of Individual Education Plans, School Learning Support Officer support, Individual Behaviour Support Plans, and goal setting.	Individual students and their families
Targeted intervention	Leadership programs	These include Student Representative Council , Youth Voice Project and peer mentors.	Students 7-12
Targeted and Individual Intervention	yiliga miriral / walawaani ngarn	A welcoming hub on site at Vincentia High School providing health and wellbeing support and connecting agencies, students and families .	Individual students, and their families
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing: behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing

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

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Vincentia High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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

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

Preventing and responding to behaviours of concern

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.

Executive managed – behaviour of concern is managed by school executive. This is outlined in more detail on p6.

Corrective responses by teachers may include:

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

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
1. Behaviour 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.	1. Refer to school-wide expectations.	1. Contact Head Teacher, Deputy Principal straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day.
2. Verbal and non-verbal specific positive feedback is provided through a school-wide continuum for acknowledging expected behaviour.	2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback.	2. Head Teacher/Deputy Principal/Class Teacher to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.
3. Tangible reinforcers include those that are: ● free and frequent ● moderate and intermittent ● significant and infrequent ● Intermittent and infrequent Reinforcers are recorded.	3. Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	3. Head Teacher/Deputy Principal collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incidents and contact parent/carer by email or phone. Deputy Principal /Principal may consider further action for e.g. formal caution / suspension.
4. Social-emotional learning lessons are taught during fortnightly wellbeing lessons to students in Year 7/8	4. Teacher records by the end of the school day. Monitor and inform the family if repeated. When appropriate, a referral is made to the school's anti-racism contact officer (ARCO) or wellbeing staff.	4. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Parents are notified when intermittent and infrequent reinforcers are recorded. Student awards for positive behaviour are given at fortnightly year group assemblies.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team may be considered.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.

Responses to serious behaviours of concern

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

- review and document incident

- determine appropriate response/s, including supports for staff or other students impacted
- 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
- detention, reflection and restorative practices (listed below), loss of privileges, behaviour monitoring
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education Student Behaviour policy and Suspension and expulsion procedures apply to all NSW public schools.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the Incident Notification and Response policy; Incident Notification and Response Procedures; Student Behaviour policy and Suspension and expulsion procedures

Students and/or parents/carers can report cyberbullying to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

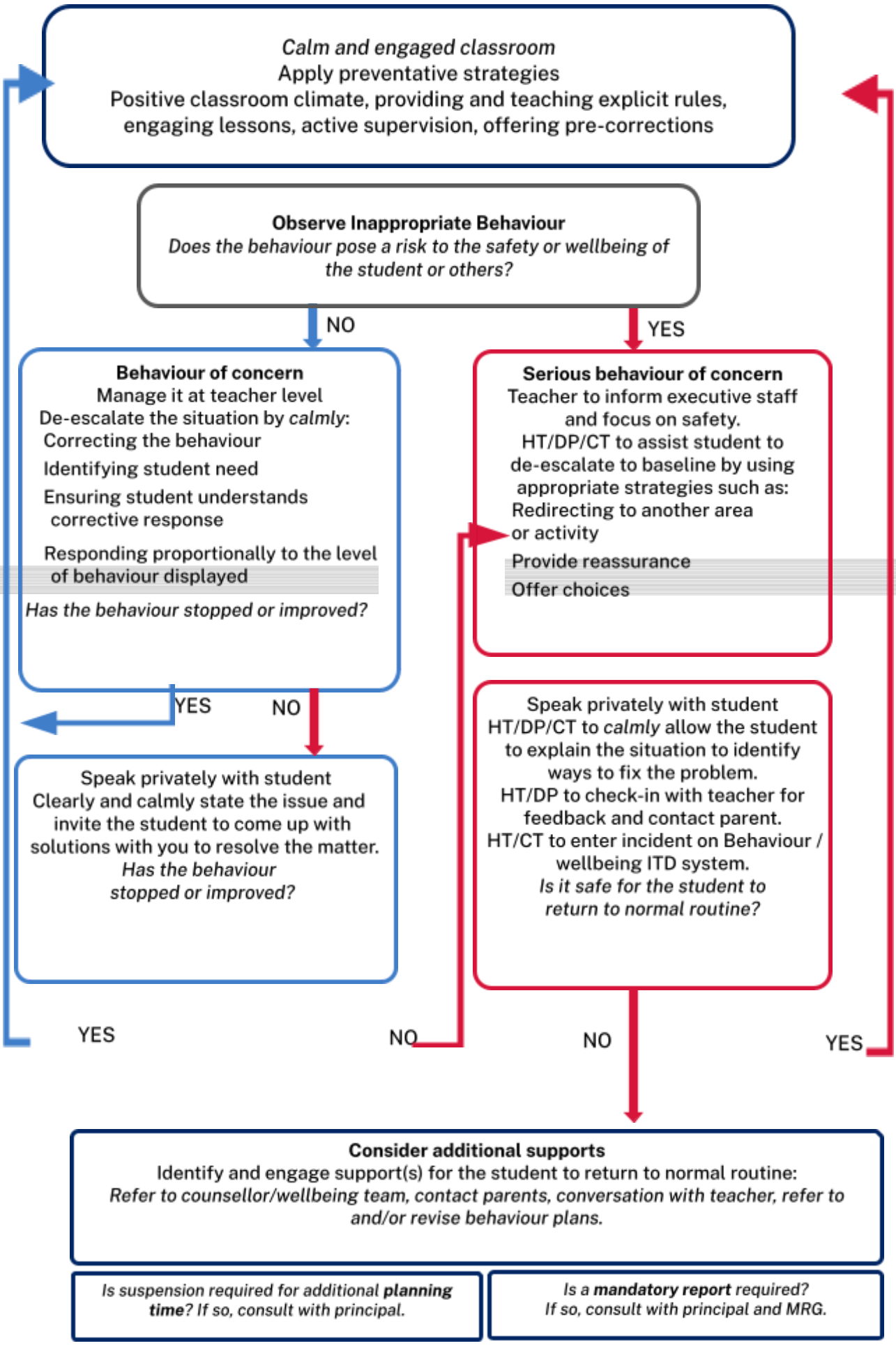
Strategy	When and how long?	Who coordinates?	How are these recorded?
Self-directed time-out - Student may utilise their 'time-out' card in alignment with the conditions outlined by the Deputy Principal.	During class 10 - 15 mins	Deputy Principal of Year Group	Behaviour / wellbeing system.
Alternate break plan – withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention)	Next break	School teachers and executive staff	Behaviour / wellbeing system.
After school detention (time-in)	After school from 2:30pm – 3:20pm	Executive Staff	Behaviour / wellbeing system.
Restorative practice – peer mediation, circles or restorative conversations	Scheduled as soon as all involved are available	Executive and Wellbeing staff	Behaviour / wellbeing system.

Review dates

Last review date: 3rd February 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart



Bullying Response Flowchart

The following flowchart explains the actions Vincentia High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.