

School Behaviour Support and Management Plan Kogarah HS

Overview

At Kogarah High School, we envision a vibrant and inclusive learning community where curiosity, courage, and commitment drive our pursuit of excellence. We are dedicated to fostering a collaborative inquiry mindset that empowers every student and staff member to explore their potential, challenge themselves, and grow.

Our commitment to evidence-based teaching and continuous improvement ensures that all students are known, valued, and cared for. We celebrate our culturally diverse community, embracing diversity and inclusion as core values that enhance our collective efficacy. We strive to develop skilled learners and responsible citizens who are not only prepared for their future but also equipped to contribute positively to society.

We prioritise the wellbeing and academic success of our students, providing tailored support for ALL learners while cultivating resilience, independence, and reflective practices. Our collaborative partnerships with families and the wider community are integral to creating transformative educational experiences that inspire a passion for lifelong learning. As we work together to nurture curious, creative, confident, and capable citizens, we are committed to ensuring successful transitions from school to employment or further study. Together, we will build a positive and inclusive culture of learning, grounded in the values of Respect, Responsibility, Resilience, and Reflection, laying a strong foundation for the future of our students and our community.

Partnership with parents and carers


Kogarah High School recognises the vital role of parents and carers in supporting student behaviour and success. We partner with parents/carers to establish clear expectations and provide resources to reinforce positive behaviour at home and within our community.

Our strategies include:

- Surveys and Feedback: Gathering input through formal and informal surveys, including the 'Tell Them From Me' survey.
- Communication: Keeping parents informed through newsletters, emails, and the school website.

We use our website, newsletters, and enrolment meetings to communicate these expectations and provide ongoing support to parents and carers.

School-wide expectations and rules

 THE KOGARAH HIGH WAY!			
Students are expected to be:	Inside	Outside	In Transition
Respectful Treat others as you would like to be treated	Listen to others Wait your turn Speak politely	Share the space Speak politely Bin it	Keep to the left Walk quickly & quietly Speak politely
Responsible Do what you know is right	Try your best Bring all equipment Right place-right time	Be safe Wear the KHS uniform Right place-right time	Line up quietly Be safe Right place-right time
Resilient Stay positive & bounce back	Aim high Accept challenges & advice Learn from your mistakes	Play by the rules Be fair Be inclusive	Share the space Help others Follow instructions
Reflective Learn from your actions	Have I worked to the best of my ability? Have I allowed others to learn?	Have I behaved safely? Have my actions supported others?	Am I in the right place at the right 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](#).

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	PB4L(Positive Behaviour for Learning)	A proactive approach to behaviour management that involves teaching and modelling positive behaviours, setting clear expectations, and providing support to students.	All students
	PB4L signs	School-wide consistent signage and language scripts reinforce the expected behaviours each lesson and across all settings.	All staff and students
	Anti Bullying	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.	All staff
	Wellbeing lessons		

Care Continuum	Strategy or Program	Details	Audience
	Morning Routine/Check-In	Targeted Wellbeing lessons are embedded throughout the fortnightly assembly lessons, signage and formal assemblies. Senior Executive conduct daily check-ins with students, monitoring their readiness for learning by assessing heart rates, sleep quality, breakfast intake, and medication. Regulation activities are implemented based on this data.	Targeted students
	Social and Emotional Learning (SEL) Programs	SEL programs provide explicit instruction in social and emotional skills that promote positive behaviours and mental health. Eg, Boys to men, Rock and water and Girls Straight talk programs	All students
	Interest Groups; eg/Art Club, Music club, book club, Coding	Clubs and activities based on student interests to help them build friendships, develop hobbies, and engage positively after school and at lunchtime.	All students
	Smaller Class Sizes	Smaller class sizes provide more individual attention, creating a less stressful learning environment and more opportunities for positive behaviour reinforcement.	All students
	Positive Reinforcement	Utilises praise, rewards, and incentives, such as recognition certificates, merits, Sentral positives to encourage and reinforce positive behaviour (PB4L)	All Staff
	Merit System	Students are acknowledged for excellence and commitment to learning during school assemblies throughout the year with awards, such as Principal's Awards, certificates	All Staff
Early intervention	Classroom management	<ul style="list-style-type: none"> Staff are trained in behaviour management practices that are aligned with Positive Behaviour for Learning (PB4L), Trauma Informed Practices that provide an effective blend of strategies, routines and interventions that address age-appropriate misbehaviour and encourage positive student behaviours. Staff work in partnership with colleagues and their faculty executive to create and maintain positive learning environments that are conducive to learning. <p>Some interventions may include:</p> <ul style="list-style-type: none"> Classroom teacher behaviour monitoring. Classroom teacher differentiation and learning adjustments. 	All Staff

Care Continuum	Strategy or Program	Details	Audience
	Behaviour Cards	<ul style="list-style-type: none"> 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. Individualised plans that outline specific learning goals, strategies, and accommodations to help students regulate, re-engage, and succeed academically.	Students who need additional behavioural and learning support
	Family Engagement	Regular communication with parents/carers, providing resources to support behaviour management at home and collaborating on individualised behaviour plans.	Students who need additional behavioural and learning support
Targeted intervention	Boys to Men Program	Small group program for male students, focusing on resilience, empathy, and respect. The program mentors students and builds their decision-making and critical-thinking skills over 3 to 6 months.	Male students identified as needing social-emotional support
	Straight talk	A small group program for female students aimed at increasing wellbeing and self-esteem through positive relationship-building and addressing issues such as bullying.	Female students identified as needing social-emotional support
	School to Work Transition Program	Provides disengaged students with work-related skills through different work-experience settings, preparing them for life after school and aiding their transition into the workforce.	Students preparing for the transition from school to work
	Peer Mediation	CLO works with students to help resolve conflicts among peers, promoting a positive school climate and teaching conflict resolution and problem-solving skills.	All students
	Learning support	Following a referral to the school's Diverse Learning Team , interventions are aligned to student needs which may include: <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. 	

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> - Minimum standards interventions and testing. - Student Learning and Support Officer (SLSO) / Paraprofessional support. - Student planning, Individual Education Plan (IEP), Personalised Learning Pathway (PLP). - Teaching and learning literacy and numeracy programs, such as EAL/D, Macqlit, Reading renaissance. - Referrals to Learning Hub - Parallel classes in Mathematics and English 	
Individual intervention	Functional Behavioural Assessment (FBA) and Behaviour Intervention Support Plans (BISP)	Comprehensive assessments to identify the function of challenging behaviours, followed by developing and implementing tailored intervention strategies.	Students with significant behavioural challenges
	Individual Social and Emotional Learning Programs	One-on-one support focusing on teaching students' skills to navigate their social and emotional environments effectively, including self-regulation, building positive relationships, and making responsible decisions.	Students requiring intensive support to develop social and emotional competencies
	WHIN Nurse	Complex case meeting to provide mental health support and counselling services for students facing academic, social, emotional, or family issues, helping them manage their challenges and improve their wellbeing.	Students requiring intensive support to develop social and emotional competencies
	Referral to External Agencies	Refers students and their families to external resources for additional support beyond what the school can provide, ensuring a comprehensive support network.	Students and families needing specialised
	Modified Enrolment Programs	Provides flexible enrolment options, including part-time or adjusted schedules for students struggling with full-time attendance. This program supports students in reintegrating into school gradually and offers ongoing behavioural and academic interventions during the transition.	Students needing modified attendance due to behavioural or wellbeing issues
	Year Adviser Intervention	The first point of contact is the Year Adviser who is responsible for the coordination and initial management of student and/or	Students needing modified attendance and

Care Continuum	Strategy or Program	Details	Audience
	Deputy Intervention	<p>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>Teaching and learning is led by the Deputy Principal who utilises their vast experience and expertise in curriculum knowledge,</p> <p>Some interventions may include:</p> <ul style="list-style-type: none"> - Deputy Principal behaviour monitoring. - Deputy Principal classroom teacher support (senior class placement, student mediation, student chill out card). - 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. 	<p>wellbeing due to behavioural or wellbeing issues</p> <p>Deputy</p>
	Referral	<p>Following a referral to the school's Diverse Learning 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 Reflection Room. - Referral to the School Counsellor, Student Support Officer (SSO) - Student planning (PLAN review, Behaviour Support Plan (BSP), Risk Management Plan (RMP), Safety Plan, - Teaching and learning academic testing and literacy (PAT testing) / numeracy tutoring. 	<p>Students needing modified attendance due to behavioural or wellbeing issues</p>

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

To effectively support student behaviour, Kogarah High School employs a range of strategies tailored to recognise and reinforce positive, inclusive, and safe behaviour, address minor inappropriate behaviour, and respond to more serious behaviours of concern. The following table outlines our school's approach across the continuum of prevention, early intervention, and targeted/individualised responses:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Positive Reinforcement: Use praise, recognition certificates, and extra privileges to encourage and reinforce positive behaviour.	Restorative Chats: Engage in brief restorative conversations with students to address minor behavioural issues before they escalate.	Functional Behavioural Assessments (FBA): Conduct assessments to identify the function of challenging behaviours and develop appropriate intervention strategies.
Boys to men, Girls Straight Talk Teach social and emotional skills to promote self-awareness, empathy, and positive interactions.	Ready to Learn Plans: Develop individualised plans to support students in managing their behaviour and re-engaging with their learning.	Behaviour Intervention Support Plans (BISP): Implement individualised plans tailored to address specific behaviours of concern.
PB4L Set and model clear behavioural expectations throughout the school	Family Engagement: Communicate with parents/carers to collaborate on strategies to improve behaviours.	School Counselling and External Referrals: Provide access to school counselling services and refer students to external agencies for additional support if needed.
Morning Routine/Check-In: Monitor students' readiness for learning each day to pre-emptively address potential issues.		

Responses to serious behaviours of concern

Kogarah School adopts a structured and proactive approach to managing serious behaviours of concern, prioritising the safety and wellbeing of all students and staff. Our response process includes the following steps:

1. Incident Management:

- **Immediate De-escalation:** All staff are trained and equipped with skills to de-escalate situations safely and effectively. Staff immediately use these strategies to ensure the safety of all individuals involved.
- **Assessment and Support:** Assess the student's needs and provide support to help them regain control. This may involve removing the student from the situation to a safe, supervised area for reflection and calming.
- **Involve Executive Staff:** If the behaviour poses a significant risk, executive staff are informed to assist in managing the incident.

2. Communication:

- **Document the Incident:** All incidents are documented in SENTRAL, including details of the behaviour, interventions used, and outcomes.
- **Inform Parents/Carers:** Parents/carers are promptly informed of the incident and the school's response.

- **Team Debrief:** Staff involved will participate in a debriefing session to review the incident, identify triggers, and plan for future support.

3. **Intervention:**

- **Functional Behavioural Assessment (FBA):** Conduct an FBA to understand the underlying causes of the behaviour and inform the development of an individualised Behaviour Intervention Support Plan (BISP).
- **Behaviour Support Plan (BISP):** Develop and implement a BISP tailored to the student's needs, outlining strategies to prevent recurrence.

4. **External Support and Referral:**

- **School Counselling and External Agencies:** Provide access to school counselling services and refer to external agencies if necessary for additional support.
- **Modified Enrolment or Learning Environment:** In some cases, adjust the student's school day or learning environment to support their needs.

5. **Compliance:** Follow the **NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures** in all responses.

6. **Review and Follow-up:**

- **Monitor Progress:** Regularly review the student's progress and adjust the BISP as needed.
- **Family Engagement:** Engage with the student's family to ensure a consistent approach to behaviour support at school and home.

- 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](#).

Detention, reflection and restorative practices

Kogarah High School uses a variety of strategies to support students in reflecting on their behaviour and repairing relationships. These practices are designed to be age-appropriate and ensure the wellbeing of the student, including regular food and toilet breaks as needed.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Time Out 1	1-2 lessons	Classroom Teacher	Sentral
Time Out 2	1-2 lessons	Classroom Teacher	Sentral
Faculty Suspension	1-3 lessons	Head Teacher	Sentral
Reflection Room	1-2 days	DP/HT	Sentral

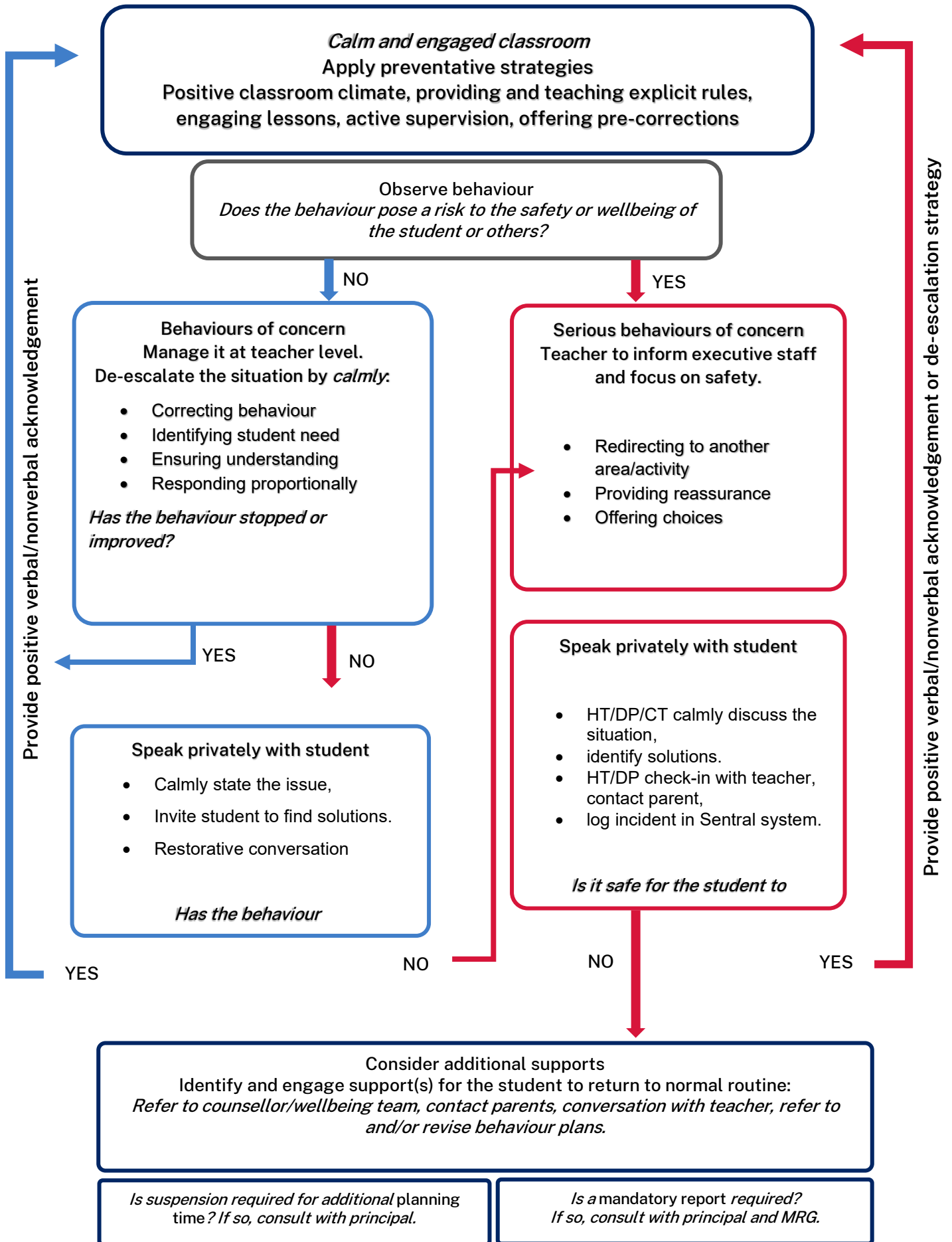
Note: All reflection sessions include regular food and toilet breaks to ensure student wellbeing. The duration of these practices is tailored to the student's age and developmental level.

Review dates

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)

