



# Mount Annan High School

## 2025 Behaviour Support and Management Plan

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At Mount Annan High School, we pride ourselves on ensuring that students behave in a manner reflective of our school's core values of CREST (Cooperate, Respect and Strive) in alignment with the NSW Department of Education 'Student Behaviour Policy' dated 30<sup>th</sup> January 2024. Our school acknowledges that:

*"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 Mount Annan High School's 'Behaviour Support and Management Plan' has been divided into the following categories:

1. Overview including our School Vision, Values and Motto
2. School Wide Expectations and Rules
3. Care Continuum
4. Student Management
  - a. Planned responses to positive behaviour
  - b. Planned responses to inappropriate behaviour and behaviours of concern, including bullying and cyberbullying
5. In-School and External Supports
6. Policy
7. Communication, Complaints and Feedback

In line with the Department of Education, our 'School's Behaviour Support and Management Plan' will be reviewed every year during Term 4 Week 9 unless an earlier review/amendment is required.

School Behaviour Support and Management Plan	
Date Completed:	Wednesday 5 <sup>th</sup> February 2025
Completed by:	Senior Executive Team
Next Review Date:	Term 4 2025
Next Review Date with School Community Input:	Review of the BSMP will occur in Term 3 2026 to Term 4 2026. This will occur at the same time of our External Validation and development of the new School Excellence Plan.
Next Review Date with P&C Association:	Term 4 2025
Principal Name and Approval Date:	Ken Bates - 31 <sup>st</sup> January 2025
Director, Educational Leadership (DEL) Name and Approval Date:	Chad Bliss - 2 <sup>nd</sup> February 2025

# 1. Overview including our School Vision, Values and Motto

## Overview

Mount Annan High School is a comprehensive co-educational school offering an extensive curriculum for 891 students, including a support unit of seven classes and Aboriginal cohort of 7%. Our school motto is '*be the best you can be*' with our core values being Cooperate, Respect and Strive. Student leadership is supported through the School Representative Council (SRC) and our students have a very high positive profile in the community. Established in 2003, we are very well supported in our community by our families and local organisations.

At Mount Annan High School, we are committed to a shared vision embodying the core school values of Cooperate, Respect, Strive in all aspects of teaching, learning and wellbeing. Every student and every teacher will be challenged to strive to achieve their academic, wellbeing and citizenship goals and aspirations every day.

Mount Annan High School strives to meet the learning, personal and social needs of all students in a safe, caring and connected school environment. Our school purpose is to ensure that our students are empowered, confident and skilled learners that have the ability to engage in a productive career and lifelong learning, whilst giving back to community through active citizenship.

## Partnership with Parents and Carers

Mount Annan High School shares common goals with families to collaboratively develop and implement student behaviour management strategies, including managing and addressing bullying behaviour by:

- Inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, Student Led Forums, school surveys, design thinking sessions with students, and consulting with the school's Parent & Citizen Association.
- Using concerns raised through feedback and complaints procedures to review school systems, data and practices.

Mount Annan High School will communicate these shared goals and expectations to parents and carers through regular correspondence including the school newsletter, school website, school social media pages and/or emails.

## Striving for Excellence

As a school, we strive for excellence in all that we do aligned to the School Excellence Framework. To do this, we have implemented, in line with the Department of Education guidelines, our School Excellence Plan that focuses on our annual school targets aligned to our school context. In school, we have built a curriculum path that is individualised and strives to attain aspirational goals in reading and numeracy, HSC results, wellbeing and attendance, and moving all students forward to achieve these goals. Our thorough situational analysis which involved deep consultation with all stakeholders identified three key focus areas for growth:

- **Student growth and attainment** in reading and numeracy through high impact professional learning focusing on whole school programs to support development.
- **Professional practice** to promote staff growth and attainment through building quality learning environments and embedding collaborative practice within the school.
- **High expectations, creating an aspirational culture** within the entire learning community ensuring students connect, succeed, thrive and learn.

Our school is committed to providing rich programs and explicit instruction to develop higher order skills in analysing, critical thinking, problem solving and technology enabling all students to '*be the best they can be*'.

## 2. School Wide Expectations and Rules

Mount Annan High School has developed school wide expectations and rules based on:

- Our CREST core values; and
- Department of Education’s Behaviour Code for Students and Student Behaviour Policy.



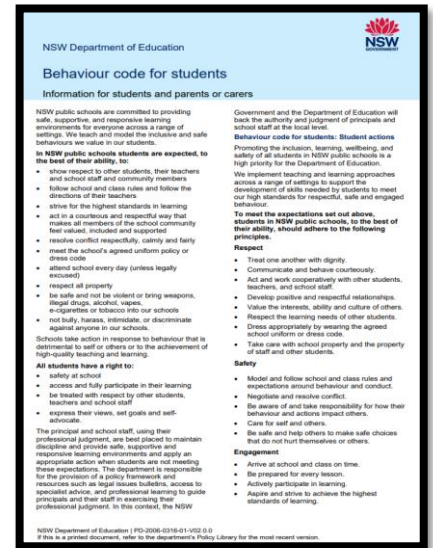
### School Wide Expectations and Rules - CREST

Mount Annan High School has implemented school-wide expectations and rules based on the Department of Education guidelines stemming from the Student Behaviour Policy and Behaviour Code of Students. These expectations and rules extend to reflect our core values of *Cooperate, Respect, and Strive* and our motto of *'be the best you can be'*. These expectations and rules are displayed in all learning spaces and are explicitly taught during whole school CREST lessons, Peer Support Program and targeted wellbeing programs.

### Department of Education’s Behaviour Code for Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. At Mount Annan High School, we teach and model the behaviours we value in our students. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

The Behaviour Code for Students can be found [here](#). This document translated into multiple languages is available [here](#).



### Signage displayed throughout the school and in classrooms

In 2021, Staff, Students and Community participated in the development of our Positive Behaviour for Learning expectations and rules. From this, our matrix of expectations together with signs to explicitly outline behaviours were created. Below are some examples of signage around the school promoting our core values, expectations and rules.





## CREST within CLASS TIME



- ✓ Am I prepared to be a safe and involved learner?
- ✓ Am I in a positive mindset, ready to learn?
- ✓ Am I prepared for this lesson?



## CREST while MOVING ABOUT



- ✓ Are my actions creating a safe environment for everyone?
- ✓ Am I aware of others' personal space as I move about MAHS?
- ✓ Am I in the right place and on time?



## CREST at the CANTEEN



- ✓ Am I being safe and patient while waiting my turn?
- ✓ Are my language and behaviour polite and respectful?
- ✓ Is my behaviour setting a positive example for others?



## CREST in the PLAYGROUND



- ✓ Am I connecting with my mates in a positive way?
- ✓ Am I showing pride towards my school environment?
- ✓ Am I making choices that have positive responses?





## MAHS Behaviour Information

Mount Annan High has the following PB4L **CREST** Expectations for behaviour and learning. These are based around a common language and idea of restorative justice.

### Cooperative students:

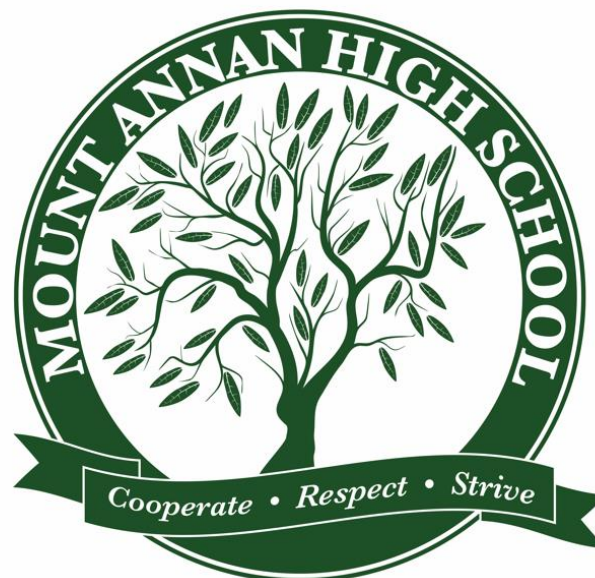
- Adhere to the Department of Education's Behaviour Code
- Mobile phone and devices off and in your bag.
- Enter and leave the classroom calmly and safely.
- Leave bags in designated areas.
- Take your hat off.
- Stay in your seat unless directed.
- Act in a safe and appropriate manner.

### Respectful students:

- Respect other's right to learn.
- Value your teachers and fellow students
- Value our learning spaces & resources.
- Be safe with equipment.
- Keep my hands off other students
- Participate in conversations and use appropriate language
- Eat & drink during breaks only.

### Students who strive to Learn:

- Bring all necessary equipment, uniform, and footwear to every lesson.
- Use technology for learning
- Be an active listener.
- Take pride in all you do.
- Participate in learning experiences.
- Be ready and prepared to achieve your best.



### 3. Care Continuum

#### What is the Care Continuum?

As explained by the Department of Education, “the ‘care continuum’ is a whole-school system that helps schools to put in place a positive and prevention-focused approach to meet the needs of all students. The care continuum includes interventions for:

- all students - creating safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- some students - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes early and targeted interventions.
- a few students - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions, through intense, individual interventions.”

#### Care Continuum at Mount Annan High School

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

- explicit teaching of in-classroom expectations.
- establishing predictable routines and procedures that are communicated clearly to students.
- encouraging expected behaviours with positive feedback and reinforcement.
- actively supervising students.
- maximising opportunities for active engagement with learning.
- differentiating learning content and tasks to meet the needs of all learners.
- discouraging inappropriate behaviour.

#### How is the Care Continuum implemented at Mount Annan High School?

The ‘Care Continuum’ focuses on 4 key areas of implementation, being:

1. Prevention - Whole-school proactive and preventive approaches create safe, respectful learning environments for all students. These include explicit teaching of expected behaviours across classrooms, playgrounds, online spaces, and school events. Encouraging prosocial behaviours, these interventions support effective teaching and, when consistently applied, reduce minor behavioural concerns.
2. Early intervention - Early intervention supports students at risk of developing low-level behaviours of concern. We implement preventive strategies, explicit teaching, logical consequences, and consultation with stakeholders. These initial responses address emerging behaviours, providing targeted support to promote positive outcomes and prevent escalation.
3. Targeted intervention - Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students’ learning and social success at risk if it is not addressed in a timely manner. Mount Annan High School staff implement positive behavioural supports, including explicit teaching of expected behaviours as well as making individual and reasonable adjustments in the classroom to support effective teaching and learning practices.
4. Individual intervention - Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team

within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Mount Annan High School will utilise a range of supports including both in-school and external supports from the Department of Education team known as the 'Team Around a School' to provide guidance and other services to support a student requiring this type of intervention.

### What does the Care Continuum look like at Mount Annan High School?

The school has implemented a range of strategies and/or programs to support and develop our students. Below is a summary of some of the initiatives implemented in our school to create lifelong learners who are empowered, confident and skilled to be the best they can be in school, in the community, and beyond.

### Mount Annan High School Care Continuum Strategy and Programs

Care Continuum Strategy or Program	Details	Audience	
Prevention	<b>Taster Days for Years 5 and 6</b>	As part of our Community of Schools program, Years 5 and 6 students are offered an opportunity to experience high school learning. Our staff will lead teaching and learning opportunities so that students develop an understanding of high school education.	Years 5 and 6 students
	<b>Transition Year 6 into 7</b>	Supports for our incoming Year 7 students through an extensive transition program to high school. Our staff work collaboratively with our partner primary school colleagues to gain information about our students and how they learn. Transition programs that run include: <ul style="list-style-type: none"> <li>• Support Unit – Extra Transition Program</li> <li>• Mainstream – Extra Transition Program</li> <li>• Aboriginal Transition Program</li> <li>• Orientation Day</li> </ul>	All Year 6 incoming students
	<b>7T</b>	To support students transitioning to high school, our school has implemented a Year 7 Titanium class. This class consists of up to 20 students who may require targeted intervention to support a successful transition to high school. This is <b>NOT</b> a behavioural or Support Unit class.	Targeted Year 6 into 7 students
	<b>Scholarship and Beyond the Classroom</b>	There are scholarships on offer in the categories of leadership, academics and sporting. We also offer enrichment for our Year 7A and 8A classes called 'Beyond the Classroom'. 'Beyond the Classroom' provides an enriching opportunity focusing on critical thinking, creativity, communication and collaboration, as well as engaging the learner in an area of interest.	Years 7 to 12 and 7A, and 8A.
	<b>Class Formation</b>	Classes are streamed in Years 7 to 10 and professional judgment is exercised to create classes together with student achievement. Through streamed learning, staff are able to provide targeted differentiated learning and, where possible, additional support can be provided to support student learning. Consultation occurs with the Executive, Learning and Support team, Wellbeing team and Year Advisors.	Years 7 to 10
	<b>PBL Tier 1</b>	School wide expectations and core values which are linked to PB4L Award structure. Explicit teaching of expected behaviours in learning environments including the classroom, playground, online and other school endorsed events.	All students

	<b>Peer Support</b>	Peer-mentoring builds resilience by helping students develop strong relationships and skills to manage life's ups and downs. Year 10 students mentor Year 7 throughout Term 1. Peer Support Mentors spend time with classes and attend Year 7 Camp.	Year 7 & 10
	<b>Positive Rewards System</b>	School-wide use of the positive rewards system on Sentral is implemented and used regularly by staff for students who exhibit in the playground and in the classroom our core values of cooperate, respect, and strive. Each point accumulates against the 'Reward System' resulting in acknowledgement at assemblies and celebration events. Students who continue to demonstrate our core values to the highest level are acknowledged at our 'Annual Night of Excellence'.	Year 7 to 12
	<b>Sport House System</b>	<p>Mount Annan High School's sport house system is built upon 4 distinct categories being:</p> <ul style="list-style-type: none"> <li>• School Carnivals</li> <li>• Integrated School Sport for Years 7 to 10</li> <li>• School Representative Teams</li> <li>• Zone/Area/Strate Representation</li> </ul> <p>Students accumulate points to their house over the year resulting in a rewards excursion to Jamberoo for the winning house in each year group.</p> <p>Houses are based on the Cumberland Woodlands that once covered the Mount Annan Area. There are 6 houses including Bluegum, Waratah, Ironbark, Wattle, Snowgum and Wollemi. Students are allocated to a house at enrolment.</p>	Years 7 to 10
	<b>Broccoli Cup</b>	Students in Year 12 participate in a series of games against MAHS staff to win the Broccoli Cup trophy. This is a long-standing tradition that builds rapport between students and staff and engages connections and friendly competition.	Year 12 and whole school tradition.
	<b>PDHPE Curriculum</b>	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Year 7 to 10
	<b>Girls Group/ Boys Group</b>	Embedded wellbeing lessons into the timetable for students from Years 7-10. These lessons focus on developing the social and emotional skills of students.	Year 7 to 10
	<b>Classroom Adjustments</b>	Classroom adjustment may include differentiated tasks, assessment tasks scaffold and/or implementation of Personalised Learning and Support Plan which identifies best strategies to support the learner.	Students requiring additional support



	<b>Whole school Events</b>	<p>The school participates in a range of events led by students to acknowledge various important dates throughout the year. These events led by students build student capacity in teamwork, collaboration, creativity and communication, as well as develop their awareness of active citizenship. This includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>• National Day of Action – Bullying and Violence incorporated into our CREST Day</li> <li>• Harmony Week</li> <li>• Anzac Day</li> <li>• Cancer Council – Australian’s Biggest Morning Tea</li> <li>• Reconciliation Week</li> <li>• NAIDOC Week</li> <li>• R U OK? Day</li> <li>• Celebration of MAHS Multiculturalism</li> <li>• Remembrance Day</li> <li>• Life Ready Program (Year 11 only)</li> </ul>	All staff and students
	<b>Wellbeing Rewards Day</b>	Students participate in rewards throughout the year for their outstanding behaviour, academic, sporting and overall meeting expectations at Mount Annan High School. These rewards may include CREST canteen vouchers, phone calls home, annual wellbeing excursions and certificates of exemplary CRESTpectations.	
	<b>SEL</b>	<p>Social and Emotional Learning (SEL) skills are explicitly taught to Year 7 and 8 classes once per week by their Year Advisors or specialist wellbeing teacher based on the 5 principles of social and emotional learning being:</p> <ol style="list-style-type: none"> <li>1. Self-Awareness</li> <li>2. Self-Management</li> <li>3. Social Awareness</li> <li>4. Relationship Skills</li> <li>5. Responsible Decision-Making</li> </ol>	Years 7 and 8
	<b>PB4L Tier 2</b>	School wide expectations and core values which are linked to PB4L Award structure. Explicit teaching of expected behaviours in learning environments including the classroom, playground, online and other school endorsed events.	All students
	<b>Learning and Support Referral</b>	A Learning and Support Referral comes via a teacher referral to ascertain the learning needs of a student. The Learning and Support Faculty will make recommendations for the reasonable adjustment that will support the student’s growth.	Students with additional needs
	<b>Communication with Parents/Carers</b>	Phone calls, emails, texts or Sentral Parent Portal contact in accordance with school procedures as part of an early intervention by the school to address a behaviour/s of concern.	Staff and Parents/Carers
	<b>Targeted Intervention</b>	<b>School Counselling Service</b>	The School Counselling Service plays a key role in supporting students’ learning and wellbeing outcomes, working with students, parents, teachers and school staff.
<b>Risk Management Plans</b>		This is a ‘Formal Plan’ when a student is presenting Work Health and Safety risk at school.	Students with complex behaviours
<b>Individualised Education Plan</b>		The process of developing Individualised Education Plan supports a wide range of students with additional learning and support needs.	Students with additional needs

	<b>Attendance Monitoring</b>	Addressing barriers to improve attendance and set goals. This will also occur at our annual Non Attendance Interview Program (NIPS)	Students, Families and Wellbeing Staff
	<b>Student Wellbeing External Programs</b>	The Student Wellbeing external programs that contribute to improved learning, wellbeing and life outcomes for students (examples include batyr, Love Bites, Raise Mentoring, Top Blokes, Resilience Doughnut). Also utilised at Prevention and Early Intervention levels.	Students identified who require additional targeted support
	<b>Student Support Officer</b>	Supports the implementation of the school's approach to wellbeing (also utilised at Prevention and Early Intervention levels)	Students 7 to 12
	<b>Communication with Parents/Carers</b>	Phone calls, emails, texts or Sentral Parent Portal contact in accordance with school procedures as part of an intervention by the school to address a behaviour/s of concern.	Staff and Parents/Carers
<b>Individual Intervention</b>	<b>Functional Behaviour Assessment</b>	Functional Behaviour Assessment (FBA) is carried out by staff within and external to the school. An FBA identifies antecedents, behaviours and the consequences. The data from an FBA informs and guides the staff in identifying the functions of the behaviour in order to implement suitable supports and/or interventions for the student.	Learning and Support Staff/ Counsellor and/or Team Around the School
	<b>Integration Funding Support</b>	Integration Funding Support helps schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs	Students with moderate to high learning and support needs
	<b>Individual Behaviour Support Planning</b>	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, Head Teacher  Wellbeing, Deputy Principal
	<b>Return From Suspension Meeting and Reflection</b>	A meeting will be held to support a positive re-engagement into school. This meeting focuses on restorative practices together with identifying goals of the student, school expectations and relevant actions by the student, family and school.	Students, Parent/Carer, Deputy Principal  In some cases the Principal may attend

## 4. Student Management

In 2021, Mount Annan High School became a Positive Behavioural for Learning (PB4L) focused school. This initiative supports the culture of change that focuses on the encouragement of positive behaviours and to ensure there are clear explicit behaviour outcomes taught and modelled to students.

At Mount Annan High School, we have developed responses to both appropriate and inappropriate behaviours to build a student's understanding that all students have a right to learn, but students also have a responsibility to allow others to learn. These applied behavioural strategies and responses are underpinned by our core values of Cooperate, Respect and Strive (CREST).

This section, Student Management is divided into two sections as follows:

- (a) Planned responses to positive behaviour
- (b) Planned responses to inappropriate behaviour and behaviours of concern, including bullying and cyberbullying

To support positive behaviour, family involvement is essential in responding to both appropriate and inappropriate behaviours. Our values of Cooperate, Respect and Strive apply to school and may be utilised at home, in the workplace and community.

## (a) Planned responses to positive behaviour

A range of planned responses are implemented at Mount Annan High School to encourage and recognise positive student behaviour. These responses are underpinned by our core values of Cooperate, Respect and Strive (CREST) so that students can 'be the best they can be'. The strategies and planned approach outlined align to the 'care continuum'. Since implementation of our Positive Behaviour for Learning (PB4L) in 2021, positive behaviours have increased.

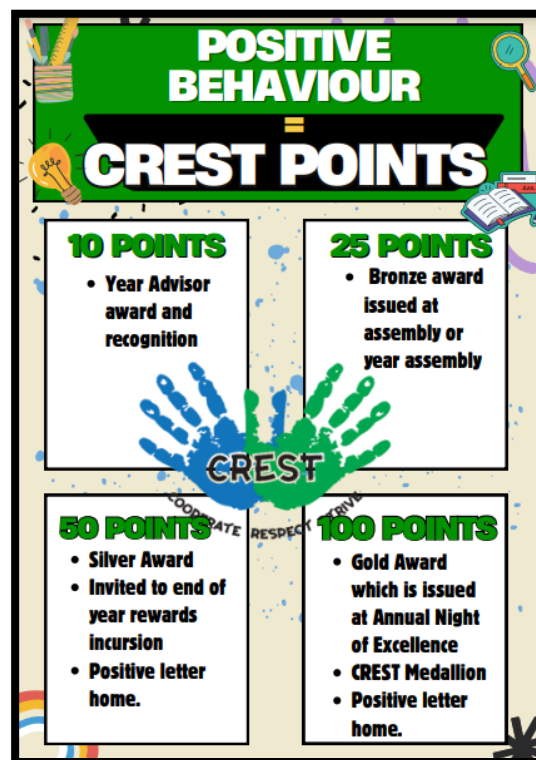
Mount Annan High School has implemented strategies to encourage and recognise positive behaviour. The following strategies are some examples:

### Positive Sentral Acknowledgement

All staff are encouraged to recognise and reward students, who consistently follow the school core values, by logging positive behaviour data in Sentral.

This Positive Sentral data will accumulate of the course of the year with acknowledgement being provided to students meeting our **CREST** expectations. The Positive Sentral data will reset each year. The reward system as outlined in image is as follows:

- 10 positive Sentral entries = student receives MAHS Merit Award provided by Year Advisor.
- 25 positive Sentral entries = student receives Bronze Award at whole school assembly or Year Assembly.
- 50 positive Sentral entries = student receives Silver Award at whole school assembly, invited to the year rewards incursion, and a positive letter home.
- 100 positive Sentral entries = student achieves GOLD Award at the Annual Night of Excellence in the form of a medallion.



### Positive Phone Calls And/Or Letters

Staff will recognise positive behaviour of students through various means of communication. This may include a positive phone call home, Sentral text, email or a letter.

### Classroom Strategies And LISC

A range of classroom strategies are used to suit the needs of the class and to reaffirm positive behaviour expectations. Below are some examples that may be applied by staff:

- **Room Entry** - Students should line up before entering the room. Students will be reminded at this time of classroom expectations such as mobile phones and headphones in your bag, no eating or drinking in class, and books and pens are out ready to start learning.
- **Seating Plan** – A seating plan may be implemented to support student learning and to optimise engagement. Seating plans may vary between classes to best suit the learning environment. Ultimately, a seating plan is about giving a student the best opportunity for success in their learning.
- **Learning Intentions and Success Criteria (LISC)** – Staff will use learning intentions and success criteria to outline the learning to occur and how to measure their achievement. Learning intentions and success criteria may occur over several lessons or be shown per lesson, depending on the activity/task to be completed.

- **Explicit Teaching of Behaviour** – Staff explicitly teach behaviours with students. This may be through verbal directions, cues, ‘positive behaviour for learning’ lessons or through targeted activities. The image here is an example of visual prompt to reinforce positive behaviours.

Generally, our staff focus on positive behaviours across the school by:

- implementing a positive classroom climate
- structured lessons for learning
- applying rules and routines
- utilising pre-corrections to remind students of expectations
- active supervision

### **School Events**

Mount Annan High School acknowledges a range of important dates to raise awareness, support wellbeing, raise money to donate to a cause, or to celebrate achievements of who we are as a school. Some of the key events include:

- R U OK? Day
- Harmony Day and Harmony Week
- NAIDOC Week
- Public Education Week
- Multicultural Day
- Rewards Day
- Whole School Sports Day
- Combined school ‘CREST Day’ and ‘National Day of Action against Bullying’
- MADD nights

These events build a culture of active citizenship in our students in and beyond the school domain.

### **Learning and Support**

Students are diverse with a range of varying learning needs. To ensure an inclusive learning environment, a range of supports may be available to access their schooling. These may include:

- Student Learning and Support Officers (SLSOs) – An SLSO may be allocated to a student through a funding application process, based on identified needs aligned to the Disability Standards Act 2005.
- Assistance from our Learning and Support Teachers to guide adjustment for the student.
- Review of a students work and/or testing may occur by the teacher and Learning and Supporting Staff. This review and/or testing will assist in identifying learning strategies to increase student opportunities to move to or perform at their stage level.
- Small group and/or individual supports for learning.

### **Extra Curricula Activities**

Over the year, there are a range of events that allow students to develop as well-rounded students and to find interests that build positive behaviours within school. These may include:

- Clubs – students can join clubs throughout the school that run in or after school. These clubs may include special interest including music, drama, art, dance, Pokémon or chess.
- Knockout And Representative Sport – sport is a great opportunity for students to build their Social and Emotional Learning skills and to boost their mental and physical health. Depending on the sport,





students are encouraged to participate in a knockout sport and experience the benefits that sport has to offer.

- Excursions and Incursions – students have the opportunity attend excursions or incursion to bolster their learning and to experience real world situations. Excursions and incursions may be academic, or wellbeing focused.
- Homework club known as the 'Hub' which runs on a Thursday afternoon from 3pm to 4pm in the Library to support academic supports.

Extra curricula activities allow students to find joy in their schooling and to extend their learning. Students are encouraged to take up opportunities.

## **(b) Planned responses to inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying**

The below information explains planned responses to inappropriate behaviours and behaviours of concern. Mount Annan High School will work with families and community to respond and apply procedural fairness in strategies and/or responses applied.

It is acknowledged that in some circumstances Mount Annan High School may not apply a response as they are external to the school. Working together and having an awareness of an external circumstance can support a positive response within the school and enable preventative strategies, if applicable.

### **What is a behaviour of concern, including bullying and cyberbullying?**

A behaviour of concern is any 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, as a behaviour of concern, involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. Bullying is not the same as peer conflict. For example, two students with no perceived power imbalance may have an argument or disagreement, or the friendship may break down. Hurtful or unpleasant comments may be made by both (in person or online), both are upset but feel remorse, and want to solve the problem and restore the relationship. Conflict resolution or peer mediation may be appropriate for these situations.

### **How are behaviours of concern, including bullying and cyberbullying, identified?**

Mount Annan 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.

### **Who can students and parents report behaviours of concerns to?**

Students or families can report behaviours of concern to any staff member at Mount Annan High School. This could include:

1. Classroom Teacher
2. Head Teacher
3. Deputy Principal
4. Principal

Year Advisors are also an important conduit for families. Year Advisors support student wellbeing and can assist students in reporting and navigating issues including behaviours of concern.

## **Social Media**

We encourage parents and carers to monitor, prevent and restrict their child's social media use to prevent opportunities for inappropriate online behaviours including cyberbullying. In relation to

online social media, as of late November 2024, the *Online Safety Amendment (Social Media Minimum Age) Bill 2024* passed both houses of Federal Parliament. This law places the onus on social media platforms to take reasonable steps to prevent Australians under 16 years of age from having accounts. The minimum age of 16 years will apply to 'age-restricted social media platforms' as defined in the Bill, which includes Snapchat, TikTok, Facebook, Instagram, X and others.

As a school, we will work with parents through educating and encouraging positive and safe digital citizenship but note that we are not owners of electronic devices and will rely on parents to restrict or deny use.

### How will we prevent and respond 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 should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. Staff are encouraged to use the 'Mount Annan High School Behaviour Flowchart' shown below to determine the appropriate approach and response.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Head Teachers and/or Deputy Principal (known as Senior Executive) managed** – behaviour of concern is managed by school executive.

BEHAVIOUR MANAGEMENT FLOWCHART				
Preventative Strategies	Correction Strategies	Classroom Teacher Managed		Head Teacher managed
		MINOR	MAJOR	
<b>ORGANISATION</b> <ul style="list-style-type: none"> <li>Teacher on time to class</li> <li>Teacher to establish classroom expectations</li> <li>Learning space</li> <li>Seating plan</li> <li>Time-lesson schedule</li> <li>Transition procedures</li> </ul> <b>EXPECTATIONS</b> <ul style="list-style-type: none"> <li>Display expected behaviours</li> <li>Refer to expected behaviours</li> <li>Reinforce behaviours with acknowledgement – Sentral positives</li> <li>Develop routines of practice</li> <li>Give routine instructions:                             <ul style="list-style-type: none"> <li>- Cue and wait</li> <li>- Begin with a verb</li> <li>- Keep it short</li> <li>- Sound as if you mean it</li> <li>- Use a final word – now, thank</li> </ul> </li> </ul> <b>POSITIVE ACKNOWLEDGEMENT</b> <ul style="list-style-type: none"> <li>Body language</li> <li>Proximity</li> <li>Verbal                             <ul style="list-style-type: none"> <li>- Single word/short phrases</li> <li>- Praise</li> <li>- Descriptive encouragement</li> </ul> </li> <li>Sticker/rewards chart</li> <li>Merit</li> <li>Prizes</li> </ul>	<b>BODY LANGUAGE</b> <ul style="list-style-type: none"> <li>Selective attention</li> <li>Eye contact</li> <li>Cues</li> <li>Proximity</li> </ul> <b>VERBAL</b> <ul style="list-style-type: none"> <li>Short directions</li> <li>Reminders</li> <li>Choice theory:                             <ul style="list-style-type: none"> <li>- What are you doing?</li> <li>- What should you be doing?</li> <li>- Do you need help to do it?</li> </ul> </li> </ul> <b>CONSEQUENCES</b> <ul style="list-style-type: none"> <li>Brief meetings</li> <li>Offer choice/ make up time</li> <li>Remove activity/privilege</li> <li>Time out</li> <li>Seat change</li> <li>Detention</li> <li>Student reflection</li> </ul> <b>FOLLOW THROUGH</b> <ul style="list-style-type: none"> <li>Do what you have said you will do</li> <li>Follow up on repeated offences</li> </ul>	<b>UNFOCUSSED BEHAVIOUR</b> <ul style="list-style-type: none"> <li>Uniform</li> <li>Chewing gum</li> <li>Eating in class</li> <li>Swinging on chairs</li> <li>Public affection</li> <li>Littering</li> <li>Spitting</li> <li>Hats on in class</li> </ul> <b>DISRUPTIVE BEHAVIOUR</b> <ul style="list-style-type: none"> <li>talking</li> <li>Throwing things</li> <li>Teasing</li> <li>Incorrect use of equipment</li> <li>Not following instructions</li> <li>Mobile phone use</li> <li>Calling out</li> <li>Out of seat</li> <li>Off task</li> </ul> <b>ACADEMIC CONCERN</b> <ul style="list-style-type: none"> <li>Late to class</li> <li>Incorrect equipment</li> <li>Lack of work</li> <li>Incomplete homework</li> <li>Fractural truancy</li> </ul>	<b>AGGRESSIVE</b> <ul style="list-style-type: none"> <li>Swearing mild - expressive</li> <li>Bullying</li> <li>Discrimination/ racism</li> <li>Threats of harm</li> <li>Bullying graffiti</li> <li>Sexual/inappropriate comments</li> <li>Throwing objects aggressive</li> <li>Spitting directly at someone</li> </ul> <b>PROCEDURAL</b> <ul style="list-style-type: none"> <li>Property damage</li> <li>Argumentative</li> <li>Theft -minor objects</li> </ul> <b>ACADEMIC</b> <ul style="list-style-type: none"> <li>Non-serious attempt at assessment task.</li> </ul>	<ul style="list-style-type: none"> <li>Swearing – aggressive directed at someone</li> <li>Repeated failure to attend detention</li> <li>N-Awards</li> <li>Truancy</li> <li>Dangerous behaviour</li> <li>Cheating</li> <li>Cyberbullying -welfare</li> </ul>
		<b>MANAGEMENT PLAN</b> <ul style="list-style-type: none"> <li>Review preventative strategies</li> <li>Issue range of correction strategies</li> <li>Keep track of repeated breaches</li> <li>Record persistent negative behaviours on Sentral</li> <li>Phone home, detention, teacher monitoring card.</li> </ul>	<b>CONSEQUENCES</b> <ul style="list-style-type: none"> <li>Detention</li> <li>Community service in school</li> <li>Parent contact</li> <li>Reflection activity</li> <li>Actions recorded on Sentral</li> <li>Faculty monitoring booklet, phone home.</li> <li>After school detention</li> </ul>	<b>CONSEQUENCES</b> <ul style="list-style-type: none"> <li>Student interview</li> <li>HT detention</li> <li>Community service at school</li> <li>Parent contact</li> <li>After school detention</li> <li>Deputy Principal monitoring card</li> <li>Pre-Suspension meeting</li> <li>Short or long suspension</li> </ul>

### The types and manners of responses to serious behaviours of concern

Mount Annan High School will respond to serious behaviours of concern utilising various documents from the Department of Education. These key documents include the [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) which apply to all NSW public schools. These documents apply procedural fairness to ensure that all sides of behaviour are considered.

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.

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 where appropriate. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

### Who do we report to and how do we record behaviours of concern?

There are specific processes and behaviours of concern that may require reporting beyond the school. This is due to our duty of care owed to students governed under the Young Persons (Care and Protection) Act legislation. This duty of care can be extended to reports to:

- Police
- Mandatory Reporting to the Child Wellbeing Unit and/or Child Protection Hotline
- Incident Report Hotline
- 000 (triple zero)

Staff will also 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](#).

### Consequences for inappropriate behaviour and behaviours of concern

Reflections and restorative practices are implemented where there are cases of inappropriate behaviour and behaviours of concern, including bullying and cyberbullying. Note that some inappropriate behaviours and behaviours of concern may result in an immediate suspension in accordance with the Student Behaviour Policy and Suspension and Expulsion procedures. Below are other consequences for behaviour:


Reflection and Restorative Practices			
<i>At all times, students should have a chance to eat and go to the toilet before class.</i>			
Action	Location and how long?	Who coordinates	How are these recorded?
<b>Classroom Teacher Reflection</b>	Either break up to 15 minutes  At a location where they are supervised by the Class Teacher.	Teacher	Sentral
<b>Head Teacher Reflection</b>	Either break up to 15 minutes	Head Teacher	Sentral

	At a location where they are supervised by the Head Teacher.		
<b>Deputy Principal Reflection</b>	<p>Either break time up to 20 minutes</p> <p>Administration office supervised by Senior Executive</p>	Senior Executive	Sentral
<b>After School Reflections</b>	<p>60 minutes</p> <p>After school in G3 on a Tuesday, Wednesday or Thursday.</p>	Executive	Sentral
<p><b>Scheduled Reflections</b></p> <p>All scheduled reflections have a roll that is to be marked by the teacher. The students are marked either:</p> <ul style="list-style-type: none"> <li>failed to attend</li> <li>completed</li> <li>absent on the day.</li> </ul> <p>Teacher issuing reflection is responsible for supervision, ensuring students are given time for eating, drinking and toileting.</p> <p>Second in Charge in Administration will notify by email or phone parents if student fails to attend as well as implementing a second consequence.</p>			
<p><b>Monitoring Cards</b></p> <p>Monitoring cards are utilised as a response to behaviour. These include:</p> <ul style="list-style-type: none"> <li>Green – Class Teacher Monitoring</li> <li>Yellow – Head Teacher Monitoring</li> <li>Red – Deputy Principal Monitoring</li> <li>Pink – Attendance Monitoring</li> </ul>	<p>Students may be required to complete monitoring in the classroom, Head Teacher or Deputy Principal Level. Monitoring cards go home each day and parents are required to sign.</p>	<p>Classroom Teacher, Head Teacher, Deputy Principal, or Parent for Blue Card Monitoring</p>	<p>Staff monitor and document if students have completed the process.</p> <p>Documented on Sentral.</p>



<p><b>Formal warning of suspension</b></p> <p>A formal warning of suspension is for the behaviour of concerns that are serious in nature and in line with the suspension and expulsion procedure created by the Department of Education.</p>	<p>A formal caution is valid for up to 50 school days from the date the caution is issued.</p>	<p>Deputy Principal</p>	<p>Sentral</p>
<p><b>Suspension and Suspension Meeting</b></p> <p>A student may be suspended from school when a student has engaged in serious behaviour or behaviour of concern. When a suspension occurs, a student is not permitted on school grounds for the period of time of the suspension.</p>	<p>Students may be suspended up to 15 days for each suspension.</p>	<p>Principal</p>	<p>Sentral</p>

Here are some examples the different parts of a monitoring card, as well as the reflections and restorative approaches used within the school outlined in the table above.



**Mount Annan High School**

BEHAVIOUR MONITORING

NAME \_\_\_\_\_

CLASS \_\_\_\_\_

CLASS TEACHER \_\_\_\_\_


Card is to be submitted at the beginning of every lesson whilst on monitoring

SPECIFIC PERSONAL GOALS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




CONDITIONS OF CARD

1. You are on this card for a minimum of 5 days and a maximum of 10 days.

2. Should you receive UNSATISFACTORY (\*), you may be on monitoring for longer **OR** be moved to the next monitoring level.

START DATE: \_\_\_\_\_

COMPLETION DATE: \_\_\_\_\_



**STUDENT AGREEMENT**

I, \_\_\_\_\_ understand that I have been placed on Deputy Principal Monitoring due to unsatisfactory or inappropriate behaviour during class and I understand there are expectations to be met, including CREST.

- I will bring my card every day and have it-checked by \_\_\_\_\_.
- I will give my card to the class teacher at the beginning of every lesson.
- I understand that if I receive UNSATISFACTORY (\*), or I don't get a period filled in, I could receive a After School reflection.

I understand that if I do not meet the conditions of this card, it could lead to suspension.

Student sign: \_\_\_\_\_

Date: \_\_\_\_\_

**INTERVENTION STRATEGIES APPLIED BY DEPUTIES** – Please indicate from the following.

- Student interview
- Phone call home (Date: \_\_\_\_\_)
- Students *SENTRAL IEP* checked
- Student moved into senior class
- Class teacher monitoring
- Faculty reflection in class support
- Behaviour agreement
- Parent meeting
- Head Teacher based – Time out
- Team teaching
- Letter to parents (Sent: \_\_\_\_\_)
- Counsellor referral (Date: \_\_\_\_\_)
- LST referral (Date: \_\_\_\_\_)
- Year Advisor referral (Date: \_\_\_\_\_)
- Restorative justice

▪ **Does the student have any special needs that must be factored into the outcome of this referral? If yes, please describe.**

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▪ **Anticipated discipline outcome of referral.**

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**THINGS I DID WELL, WHILST ON MONITORING WERE:**

**I RECOGNISE THAT I CAN IMPROVE ON:**

**WHILST ON MONITORING I LEARNT:**

Student completion date: \_\_\_\_\_

START DATE: \_\_\_\_\_ COMPLETION DATE: \_\_\_\_\_

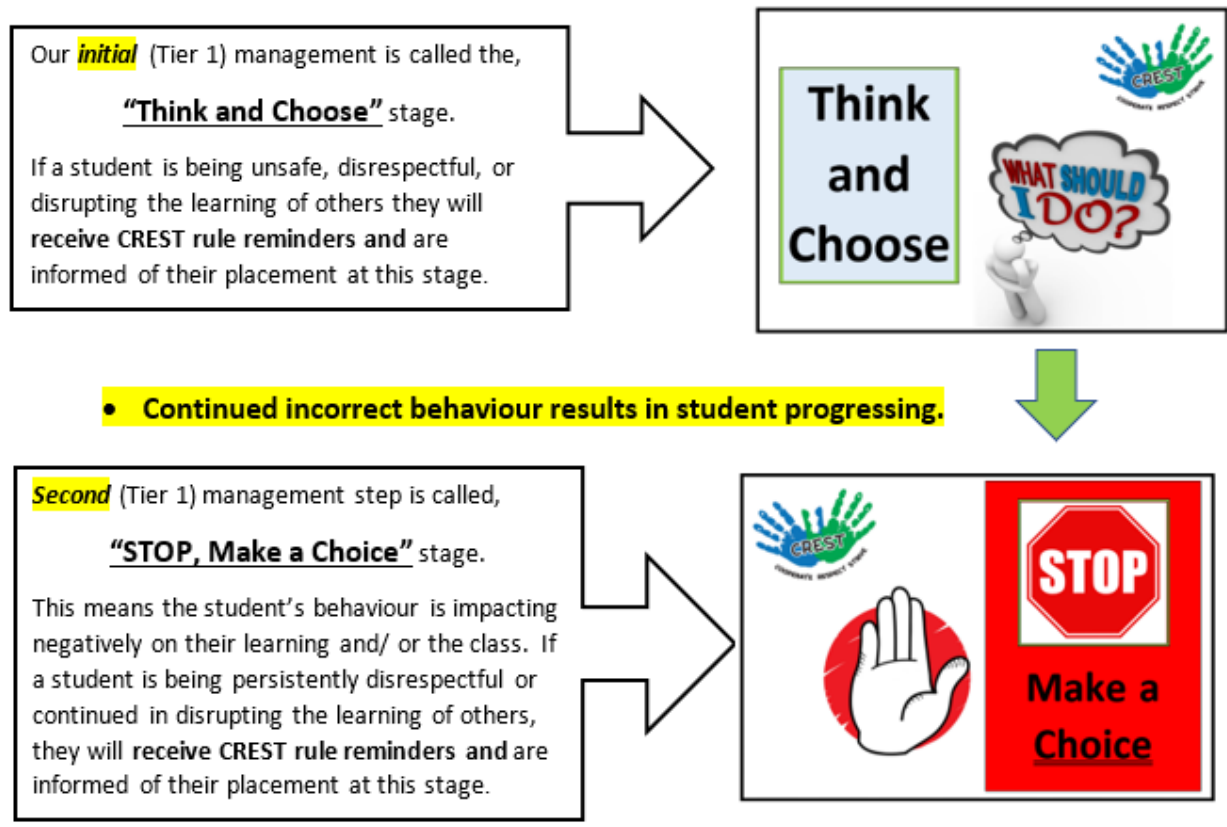


## MAHS Behaviour Information

Mount Annan High has the following PB4L **CREST** Expectations for behaviour and learning. These are based around a common language and idea of restorative justice.

<p><b><u>Cooperative students:</u></b></p> <ul style="list-style-type: none"> <li>Adhere to the Department of Education’s Behaviour Code</li> <li>Mobile phone and devices off and in your bag.</li> <li>Enter and leave the classroom calmly and safely.</li> <li>Leave bags in designated areas.</li> <li>Take your hat off.</li> <li>Stay in your seat unless directed.</li> <li>Act in a safe and appropriate manner.</li> </ul>	<p><b><u>Respectful students:</u></b></p> <ul style="list-style-type: none"> <li>Respect other’s right to learn.</li> <li>Value your teachers and fellow students</li> <li>Value our learning spaces &amp; resources.</li> <li>Be safe with equipment.</li> <li>Keep my hands off other students</li> <li>Participate in conversations and use appropriate language</li> <li>Eat &amp; drink during breaks only.</li> </ul>	<p><b><u>Students who strive to Learn:</u></b></p> <ul style="list-style-type: none"> <li>Bring all necessary equipment, uniform, and footwear to every lesson.</li> <li>Use technology for learning</li> <li>Be an active listener.</li> <li>Take pride in all you do.</li> <li>Participate in learning experiences.</li> <li>Be ready and prepared to achieve your best.</li> </ul>
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### • Should a student not meet our CREST expectations...



## Classroom Reflection level. (Tier 2).

Should a student fail to change their behaviours after being informed to STOP, Make a Choice then the student moves to the,

### Classroom "Reflection" stage

Student issued slip and during Recess or Lunch reflection student will be asked to complete a "Classroom Reflection Sheet" (Green One) with the class teacher.

The incident will be recorded on the school's behaviour system (SENTRAL), and the Classroom 'Reflection' filed by teacher.

- Monitoring is available for class teacher level (Green)

CLASSROOM: STUDENT REFLECTION		
1. Who?	Name:	Teacher:
2. When?	Subject:	Date:
3. What were you doing that didn't follow school rules?		
4. Which PB4L expectations weren't you following? Please tick one (1) or more.		
<input type="checkbox"/> Cooperative	<input type="checkbox"/> Respectful	<input type="checkbox"/> Strive
I was NOT cooperative because I was: <input type="checkbox"/> Not where I should be <input type="checkbox"/> Throwing an object <input type="checkbox"/> Moving out of my seat <input type="checkbox"/> Teaching other students <input type="checkbox"/> Failing to follow instructions <input type="checkbox"/> Not acting in an appropriate manner	I was NOT being respectful because I: <input type="checkbox"/> Calling out <input type="checkbox"/> Talking when the teacher is <input type="checkbox"/> Talking over other students <input type="checkbox"/> Talking someone else's property <input type="checkbox"/> Teaching other students <input type="checkbox"/> Cooperating with my teacher's instructions <input type="checkbox"/> Using inappropriate OR offensive language	I was NOT Striving as a learner because I: <input type="checkbox"/> Did not bring my equipment <input type="checkbox"/> Did not complete my homework <input type="checkbox"/> Did not complete class work <input type="checkbox"/> Inappropriately on my mobile device <input type="checkbox"/> Listening to music <input type="checkbox"/> Disrupting other students learning
5. Who did your behaviour affect? Please tick one or more.		
<input type="checkbox"/> My teacher <input type="checkbox"/> S/SO <input type="checkbox"/> School Visitors <input type="checkbox"/> Other Students		
<input type="checkbox"/> Other Students learning <input type="checkbox"/> My own learning <input type="checkbox"/> Other:		
6. Why did you choose to behave in this manner? Please tick one or more.		
<input type="checkbox"/> I wanted to be in control of the situation <input type="checkbox"/> I wanted attention from others <input type="checkbox"/> I wanted to challenge the teacher <input type="checkbox"/> I wanted to be sent to the Y? <input type="checkbox"/> I wanted to be suspended <input type="checkbox"/> I was bored		
<input type="checkbox"/> I wanted to cause problems for others because they don't like me <input type="checkbox"/> I wanted to get a laugh <input type="checkbox"/> I wanted to avoid doing my work <input type="checkbox"/> I wanted to cause problems for others because <input type="checkbox"/> Other:		
7. How do you think you handled yourself during this incident?		
<input type="checkbox"/> Poorly <input type="checkbox"/> Not very well <input type="checkbox"/> OK <input type="checkbox"/> Good <input type="checkbox"/> Great		
8. What could be a better way to deal with this situation in the future?		
Signed Student: _____		

## Faculty Reflection level. (Tier 3).

Should a student fail to change their behaviours after completing a Classroom 'Reflection', OR be issued a Head Teacher 'reflection', then the student moves to the,

### Faculty "Reflection" stage.

Student issued slip and during Recess or Lunch reflection student will be asked to complete a "Faculty Reflection Sheet" (Yellow One) with the Head Teacher.

The incident will be recorded on the school's behaviour system (SENTRAL) and the Faculty 'Reflection' filed by HT.

- Monitoring is available for HT faculty level (Yellow)

FACULTY: STUDENT REFLECTION		
1. Who?	Name:	Teacher:
2. When?	Subject:	Date:
3. What negative behaviours were YOU displaying?		
4. Which PB4L expectations weren't you following? Please tick one or more.		
<input type="checkbox"/> Cooperative	<input type="checkbox"/> Respectful	<input type="checkbox"/> Strive
I was NOT safe because I was: <input type="checkbox"/> Not where I should be <input type="checkbox"/> Throwing an object <input type="checkbox"/> Moving out of my seat <input type="checkbox"/> Teaching other students <input type="checkbox"/> Failing to follow instructions <input type="checkbox"/> Not acting in an appropriate manner	I was NOT being respectful because I: <input type="checkbox"/> Calling out <input type="checkbox"/> Talking when the teacher is <input type="checkbox"/> Talking over other students <input type="checkbox"/> Talking someone else's property <input type="checkbox"/> Teaching other students <input type="checkbox"/> Cooperating with my teacher's instructions <input type="checkbox"/> Using inappropriate OR offensive language	I was NOT Striving as a learner because I: <input type="checkbox"/> Did not bring my equipment <input type="checkbox"/> Did not complete my homework <input type="checkbox"/> Did not complete class work <input type="checkbox"/> Inappropriately on my mobile device <input type="checkbox"/> Listening to music <input type="checkbox"/> Disrupting other students learning
5. Who did your behaviour affect? Please tick one or more.		
<input type="checkbox"/> My teacher <input type="checkbox"/> S/SO <input type="checkbox"/> School Visitors <input type="checkbox"/> Other Students		
<input type="checkbox"/> Other Students learning <input type="checkbox"/> My own learning <input type="checkbox"/> Other:		
6. How did the teacher attempt to assist your behavioural choices?		
<input type="checkbox"/> Reminders / Verbal Cues <input type="checkbox"/> Moved my seat to keep me on task <input type="checkbox"/> Helped me with the work <input type="checkbox"/> 'Think and Choose' <input type="checkbox"/> 'Stop, Make a Choice' <input type="checkbox"/> Praised me when I tried hard <input type="checkbox"/> Other:		
7. Why did you choose to behave in this manner? Please tick one or more.		
<input type="checkbox"/> I wanted to be in control of the situation <input type="checkbox"/> I wanted attention from others <input type="checkbox"/> I wanted to challenge the teacher <input type="checkbox"/> I wanted to be sent to the Y? <input type="checkbox"/> I wanted to be suspended <input type="checkbox"/> I was bored		
<input type="checkbox"/> I wanted to cause problems for others because they don't like me <input type="checkbox"/> I wanted to get a laugh <input type="checkbox"/> I wanted to avoid doing my work <input type="checkbox"/> I wanted to cause problems for others because <input type="checkbox"/> Other:		
8. What is your plan for returning to future lessons successfully?		
Signed Student: _____		

**School Reflection level. (Tier 4).**

Should a student fail to change their behaviours after completing a Faculty 'Reflection', OR be issued a School 'Reflection', then the student moves to the, **After School "Reflection"(ASR)** stage.

Student issued ASR with accompanying letter by executive, and during reflection student will be asked to complete a "School Reflection Sheet" (Red One) with the supervising Head Teacher.

**A copy of the student's School 'Reflection' will be filed in the ASR folder.**

- Monitoring is available for DP level (Red)

### After School Detention: STUDENT REFLECTION

1. Who?	Name: _____	Teacher: _____
2. When?	Subject: _____	Date: _____
3. What negative behaviours were you displaying?		
4. Which PB4 expectations weren't you following? Please tick one or more.		
<input type="checkbox"/> Cooperative	<input type="checkbox"/> Respectful	<input type="checkbox"/> Strive
I was NOT well because I was:	I was NOT being respectful because I:	I was NOT being a learner because I:
<input type="checkbox"/> Not where I should be <input type="checkbox"/> Throwing an object <input type="checkbox"/> Moving out of my seat <input type="checkbox"/> Teaching other students <input type="checkbox"/> Failing to follow instructions <input type="checkbox"/> Not acting in an appropriate manner	<input type="checkbox"/> Calling out <input type="checkbox"/> Talking when the teacher is <input type="checkbox"/> Talking over other students <input type="checkbox"/> Taking someone else's property <input type="checkbox"/> Teaching other students <input type="checkbox"/> Cooperating with my teacher's instructions <input type="checkbox"/> Using inappropriate OR offensive language	<input type="checkbox"/> Did not bring my equipment <input type="checkbox"/> Did not complete my homework <input type="checkbox"/> Did not complete class work <input type="checkbox"/> Inappropriately on my mobile device <input type="checkbox"/> Listening to music <input type="checkbox"/> Disrupting other students learning
5. Who did your behaviour affect? Please tick one or more.		
<input type="checkbox"/> My teacher	<input type="checkbox"/> SLSD	<input type="checkbox"/> School Visitors
<input type="checkbox"/> Other students learning	<input type="checkbox"/> My own learning	<input type="checkbox"/> Other students
6. How did the teacher attempt to assist your behavioural choices?		
<input type="checkbox"/> Reminders / Verbal Cues	<input type="checkbox"/> Moved my seat to keep me on task	<input type="checkbox"/> Helped me with the work
<input type="checkbox"/> "Think and Chose"	<input type="checkbox"/> Stop, Make a Choice	<input type="checkbox"/> Praised me when I tried hard
7. Why did you choose to behave in this manner? Please tick one or more.		
<input type="checkbox"/> I wanted to be in control of the situation	<input type="checkbox"/> I wanted to cause problems for others because they don't like me	
<input type="checkbox"/> I wanted attention from others	<input type="checkbox"/> I wanted to get a laugh	
<input type="checkbox"/> I wanted to challenge the teacher	<input type="checkbox"/> I wanted to avoid doing my work	
<input type="checkbox"/> I wanted to be sent to the 90	<input type="checkbox"/> I wanted to cause problems for others because _____	
<input type="checkbox"/> I wanted to be suspended	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> I was bored		
8. What is your plan for returning to future lessons successfully?		

**Appendix:**



**Classroom Reflection Slip**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Recess  Lunch

Reflection room: \_\_\_\_\_

Reason: \_\_\_\_\_

Teacher: \_\_\_\_\_

- Failure to attend MAY lead to SUSPENSION -

**(Green)**

**Faculty Reflection Slip**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Recess  Lunch

Reflection room: \_\_\_\_\_

Reason: \_\_\_\_\_

Teacher: \_\_\_\_\_

- Failure to attend MAY lead to SUSPENSION -

**(Yellow)**

9. What is your plan for returning to future lessons successfully?

To remind you of your obligation as a student at Mount Annan High School, read the following passage from the NSW Education Department's **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.

Students are expected to:

- Respect other students, their teachers and school staff and community members.
- Follow school and class rules and follow the directions of their teachers.
- Strive for the highest standards in learning.
- Respect all members of the school community and show courtesy to all students, teachers and community members.
- Resolve conflict respectfully, calmly and fairly.
- Comply with the school's uniform policy or dress code.
- Attend school every day (unless legally excused).
- Respect all property.
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools.
- Not bully, harass, intimidate or discriminate against anyone in our schools.

Do you understand these expectations of you as a student at Mount Annan High School. YES

NO

Signed Supervising Teacher: \_\_\_\_\_ Signed Student: \_\_\_\_\_



## 5. In-School and External Supports

In-school and external supports may improve your child's learning and/or behaviour. Within Mount Annan High School, there are a range of 'wellbeing' and 'learning and support' opportunities which aim encourage positive behaviour, engagement and learning. As parent and/or carer, you also have access to a range of services to support your family within the community. Below are some of the in-school and external supports available.

### In-School Supports

Our 'wellbeing' and 'learning and support' opportunities are an integral part of our whole school approach in that systems of support are necessary for both students and adults. Effective behavioural support strategies include:

#### Learning and Support Team

Students with additional needs are supported by a team staff that are equipped to provide a range strategies to support the student. The students may have a an undiagnosed disability, learning needs, medical conditions, problems accessing the curriculum, and/or behaviours of concern. At Mount Annan High School, the Learning and Support Team meets to discuss programs and support available for students. Depending on agenda items, the Deputy Principal, a Year Adviser, Careers Advisor, School Counsellor and Learning and Support Teacher may attend.

#### Wellbeing Team

At Mount Annan High School, a Wellbeing Team has been established to coordinate the application of welfare policies and procedures. The Head Teacher Wellbeing oversees and regularly meets with various staff within the school which may include Year Advisor's, Student Support Officer (SSO), Wellbeing and Health In-reach Nurse Coordinator (WHIN), Girls and Boys Group Mentors, School Counsellor, Home School Liaison Officer (HSLO), Aboriginal Education Officer (AEO) and external services. The Principal and Deputy Principal are actively involved in supporting and implementing wellbeing across the school.

#### Peer Support

The Peer Support program focuses on developing communication skills, self-confidence and self-esteem through Peer Support Training for nominated Year 10 students. It can benefit most secondary students. The program usually includes a 'buddy program' where students in Year 10 team up with younger students to offer their support. These Year 10 students also support younger students in Social and Emotional Learning lessons in Years 7 and 8.

#### Support from Year Advisors and Year Deputy Principal

Year Advisors and the Year Deputy Principal will empower students by building their capacity to navigate social situations such as teaching conflict resolution skills. This improves relationships and allows for the possibility that conflict can be productive and positive. Mediation is also an important tool for fostering self-regulation, self-esteem and self-discipline. It also contributes to the development of students who are self-governing and self-regulating members of the school and a broader community. Students are encouraged to develop self-regulation strategies through modelling of co-regulation tools while working through social and educational challenges.

## External Supports

Families in our community are quite proactive in seeking support but sometimes are unsure of what is available to support the needs of their family, child or themselves. Below is not an exhaustive list, but it is a general list to access initial services in managing trauma, behaviour, mental health or social media concerns.

Applicable Person	Service- Contact information	Service information
<b>Students</b>	<b>Kids Helpline</b> 1800 55 1800 (24/7)	Kids Helpline provides free support and confidential counselling for 5–25-year-olds, available 24/7, Australia wide.  Support options include phone counselling, online webchat, or peer to peer support ('My Circle').  <a href="https://kidshelpline.com.au/">https://kidshelpline.com.au/</a>
	<b>e-Safety Commission</b>	e-Safety is Australia's independent regulator for online safety, <b>directly report online bullying, harassment, or abuse.</b> e-Safety also has useful information to help you stay safe online, and guides for handling tricky situations like cyberbullying, online hate, gaming, trolling, disturbing content, unsafe contact and grooming, requests for or receiving nude images and more.  <a href="https://www.esafety.gov.au/">https://www.esafety.gov.au/</a>
	<b>Ask for Health</b>	Ask for Health provides trusted information for young people under 25 years in NSW. Ask for Health helps young people understand and navigate the health system, including how to access relevant services for alcohol & other drugs, mental health, physical & sexual health, relationships, emergencies, and your rights.  <a href="https://askforhealth.org.au/">https://askforhealth.org.au/</a>
	<b>Head to Health</b> 1800 595 212  (8.30am-5.00pm weekdays)	Head to Health for young people can help connect teenagers with trusted services, information, and support across a range of areas including mental health, safety, study, relationships, gender and sexuality, addiction, healthy eating and more.  <a href="https://www.headtohealth.gov.au/support-for-young-people">https://www.headtohealth.gov.au/support-for-young-people</a>
	<b>Headspace Campbelltown</b> <a href="tel:0246279089">(02) 4627 9089</a>  <a href="mailto:headspace.campbelltown@onedoor.org.au">headspace.campbelltown@onedoor.org.au</a>	Headspace provides information, support and services to young people aged 12-25, and their families and friends.  Contact or self-refer via online form for help with mental health, general health, alcohol and other drug services as well as employment support.  <a href="https://headspace.org.au/headspace-centres/campbelltown/">https://headspace.org.au/headspace-centres/campbelltown/</a>
	<b>Traxside Youth Health Service</b> 02 4633 0880	Free and confidential service for young people aged 12-24 years who live in the Macarthur Area (Glenfield to Bargo, Appin to Warragamba). Part of the South West Sydney Local Health District (SWSLHD), Youth Health services include Clinics with doctor and nurse availability, counselling, health education, needle and syringe exchange program, community events, and more. Drop in during open hours and speak to the worker on duty or call ahead to self-refer.  <a href="https://www.swslhd.health.nsw.gov.au/communityhealth/centres_traxside.html">https://www.swslhd.health.nsw.gov.au/communityhealth/centres_traxside.html</a>

Parents/Carers	<b>Drug &amp; Alcohol Youth Service (D.A.Y.S)</b>  Contact via Traxside or call 0436 814 995	Youth Drug & Alcohol Service works in partnership with SWSLHD to provide free, safe, and confidential drug and alcohol services and advice for young people aged 12-25. Services include cultural, medical, counselling, nursing support and referrals to other services.  Open Weekdays: 8.00am-4.30pm
	<b>ParentLine NSW</b> 1300 1300 52	Free telephone counselling and support service for parents and carers in NSW with children aged 0-18 in NSW.  9am-9pm Monday – Friday  4pm – 9pm Saturday - Sunday  <a href="https://www.parentline.org.au/">https://www.parentline.org.au/</a>
	<b>Raising Children</b>	The Australian Parenting Website for parents and carers of children from pregnancy to young adulthood, providing free, reliable, up-to-date and independent information to help families thrive. Includes resources specific to each stage of development, as well as information relevant for a range of disability-support and autism.  <a href="https://raisingchildren.net.au/">https://raisingchildren.net.au/</a>
	<b>eSafety Commissioner</b>	eSafety is Australia’s independent regulator for online safety, <b>directly report online bullying, harassment, or abuse.</b>  eSafety also provides extensive information, practical guides, webinars, newsletters and other resources for parents/carers on a range of topics including helping your child have positive online experiences and understanding online safety challenges. <i>e.g. family tech agreements, online safety basics, encouraging help-seeking behaviours, parental controls on devices, online gaming, cyberbullying, protecting children from child sexual abuse online.</i>  <a href="https://www.esafety.gov.au/parents">https://www.esafety.gov.au/parents</a>
	<b>Macarthur Family &amp; Youth Services</b>  (02) 4620 4667 <a href="mailto:admin@mfys.org.au">admin@mfys.org.au</a>	Macarthur Family & Youth Services (MFYS) provide support for children, young people and families in the Macarthur region through various services, including the Child, Youth & Family case management program, parenting workshops, and working with young people 1:1.  <i>Contact via phone or email, or by completing the intake form available online.</i>  <a href="https://www.mfys.org.au/index.php">https://www.mfys.org.au/index.php</a>
	<b>Macarthur Adolescent Alcohol and other Drugs Support Service (Mission Australia)</b>  (02) 4621 7422	Mission Australia aims to provide alcohol and other drugs support, advice, and referral for young people aged 12-25 living within the Macarthur Area, focusing on prevention, early intervention and long-term solutions.  Self-referral via phone or online.  <a href="https://www.missionaustralia.com.au/servicedirectory/185-alcohol-other-drugs/macarthur-adolescent-aod-support-service1">https://www.missionaustralia.com.au/servicedirectory/185-alcohol-other-drugs/macarthur-adolescent-aod-support-service1</a>

<b>Both Students and Parents/Carers</b>	<b>13YARN</b> 13 92 76 (24/7)	13YARN is the national support line for Aboriginal and Torres Strait Islander people in crisis. 13YARN offers confidential 1:1 yarning opportunity with Lifeline-trained Aboriginal and Torres Strait Islander Crisis Support Staff. Available 24/7, Australia wide.  <a href="https://www.13yarn.org.au/">https://www.13yarn.org.au/</a>
	<b>Lifeline</b> 13 11 14 (24/7)	National support for all Australians experiencing emotional distress with access to 24-hour crisis support and suicide prevention services. Available 24/7, Australia wide.  <a href="https://www.lifeline.org.au/">https://www.lifeline.org.au/</a>
	<b>e-Safety Commissioner</b>	eSafety is Australia’s independent regulator for online safety, directly report online bullying, harassment, or abuse.  eSafety also educates Australians about online safety risks and helps to remove harmful content such as cyberbullying of children, adult cyber abuse, and intimate images or videos shared without consent.  <a href="https://www.esafety.gov.au/">https://www.esafety.gov.au/</a>

## 6. Policy

There are a range of policies and procedures that link to the creation of the Mount Annan High School's Behaviour Support and Management Plan. These documents include:

- [Student Behaviour policy](#)
- [Suspension and Expulsion procedures](#)
- [Care Continuum](#)
- [Behaviour support toolkit](#) (Check that this is accessible by the public)
- [Behaviour Code for Students](#)
- [Classroom management](#) (Check that this is accessible by the public)

## 7. Communication, Complaints and Feedback

### Communication

Communication with students, families and the community is important. Mount Annan High School has a variety of platforms to ensure communication with our students, families and community. These platforms include:

- Social Media
  - Mount Annan High School 'Facebook' page. There is a general page and are closed year group page for each year group for parents and carers to join.
  - Mount Annan High School 'Instagram' page
- School Bytes – School Bytes is used to communicate excursions, incursions or notes for parental/guardian consent.
- School Stream – This is our communication page of events and notices to year groups.
- *Sentral* – This is our main platform for parents, carers and students to access their timetable, check student attendance and to access our online student semester academic reports for Years 7 to 12.
- Mount Annan High School website – This is a landing page of all items about our school. Our website contains comprehensive information and important documents such as a school leave form or a misadventure form.

If you do not have access to these platforms, feel free to contact the school to gain access and to have the strongest communication for your child's schooling success. You can also access more information about the above communication platforms on our website by using this link: <https://mountannan-h.schools.nsw.gov.au/community/facebook.html>

### Complaints and Feedback

Complaints and feedback are important to the development of school structures and processes. Complaints are always handled professionally and in line with the Department of Education guidelines, in particular the 'School Community Charter'. Here is a link to the Department of Education's process around complaints and feedback that you can access for support <https://education.nsw.gov.au/your-feedback/guide-for-parents-carers-and-students>. As a school, **we encourage you to seek support within the school first**, so that we have every opportunity to discuss your concerns and resolve in an amicable manner. Complaints should come via our school email address so that it may be directed to the most appropriate person by the principal or delegate. Our school email address is [mountannan-h.school@det.nsw.edu.au](mailto:mountannan-h.school@det.nsw.edu.au).

Mount Annan High School also values feedback. Our school is one that values community and appreciates positive feedback or feedback for growth. Feedback may be provided through school email address of [mountannan-h.school@det.nsw.edu.au](mailto:mountannan-h.school@det.nsw.edu.au). Another source of feedback is through our Parent and Citizen Association representatives. In the new year, there will be communication with our community about a new format for parent forums to strengthen the working relationship between school and the community.



## Department of Education 'School Community Charter'

Mount Annan High School aligns communication with the Department of Education's 'School Community Charter'. It explicitly outlines the communication behaviours expected by the school and community. As a school, we understand that we may not always agree on an outcome, but Mount Annan High School will always consider the wellbeing, safety and learning of the child together with all students, so that all students demonstrate respect, have an opportunity to connect, succeed and thrive.

The 'School Community Charter' outlines that both the school and community should:

- treat each other with respect
- prioritise the wellbeing of all students and staff
- work together in the school
- play our part
- work in partnership to promote student learning
- create collaborative learning environments

You can click on the images below to access the 'School Community Charter' online and support the core values of *collaborative, respectful, communication*.

# School Community Charter

**Collaborative. Respectful. Communication.**

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

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

**The best education happens when parents and schools work together.**  
The School Community Charter aligns with Our Plan for NSW Public Education.

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

Parents and carers can expect:

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

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

© NSW Department of Education

**Callouts:**  
 - We treat each other with respect  
 - We prioritise the wellbeing of all students and staff  
 - Unsafe behaviour is not acceptable in our schools  
 - We work together with the school

**Callouts:**  
 - We create collaborative learning environments  
 - We work in partnership to promote student learning  
 - We all play our part

**Communicating with our schools**  
Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:  
[education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students](http://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students)

**Respectful communication is a right**  
In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

**Unacceptable behaviour may include but is not limited to:**

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.

**Collaborative. Respectful. Communication.**

**School Community Charter**  
[education.nsw.gov.au](http://education.nsw.gov.au)