



School Behaviour Support and Management Plan

The Ponds High School is committed to providing a quality learning environment that recognises and celebrates the diversity of students' backgrounds and interests. Wellbeing programs, procedures (supporting NSW DoE policies) and initiatives are designed to support student learning and growth, enabling them to reach their potential.



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Overview

The Ponds High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are The 5Ps, Choice Theory / Reality Therapy and TPHS System of Support.

DoE Policy Links

Student Wellbeing

<https://education.nsw.gov.au/student-wellbeing/whole-school-approach/inclusive--engaging-and-respectful-schools>

Student Behaviour

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-strategy>

The Ponds High School Wellbeing Structure



Promoting and reinforcing, positive student behaviour and school-wide expectations

The Ponds High School has the following school-wide values and expectations:

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

- Students are rewarded for positive behaviour using TPHS Awards system.
- Students are expected to follow the code of behaviour at all times as identified in the classroom 5Ps poster below.

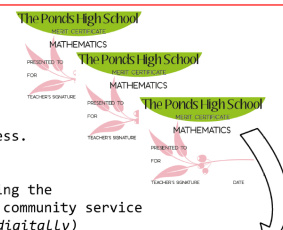


THE PONDS HIGH SCHOOL AWARD SYSTEM

Award Structure

MERITS

- Academic merits for each KLA
Classwork, cooperation, participation, improvement or progress. Greater than normally expected for the student.
- Sport merits
results in carnivals, grade sport success.
- School service merits
School service of some type, representing the school eg, creative arts performances, community service (these are issued digitally)



CERTIFICATES



3 merits for a particular KLA or a significant achievement



3 sport merits or excellence



3 school service merits, significant school service, representing the school, community service of a noteworthy nature



Excellent reports, significant contribution to school life (these are issued on paper and recorded digitally on Sentral)



(these are issued on paper and recorded digitally on Sentral)

AWARDS

BRONZE



To receive a Bronze award, students must accumulate

- 8 certificates of any kind
- Fill in the **application form**



(issued digitally on Sentral and award is handed out at an assembly)



Aims to encourage learning and school citizenship over a longer time period

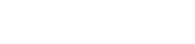
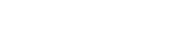
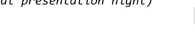
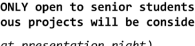
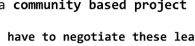
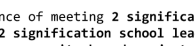
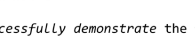
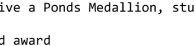
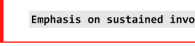
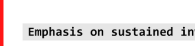
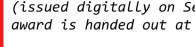
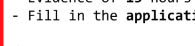
To receive a Silver award, students must accumulate

- 2 Bronze awards
- Evidence of 15 hours of school service
- Fill in the **application form**

(issued digitally on Sentral and award is handed out at a major assembly)



SILVER



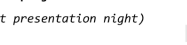
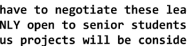
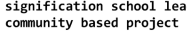
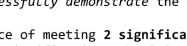
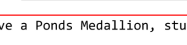
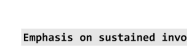
GOLD



To receive a Gold award, students must accumulate

- 1 Silver award
- Evidence of 15 hours of school service
- Evidence of 15 hours of community service
- Fill in the **application form**

(issued digitally on Sentral and award is handed out at presentation night)



To receive a Ponds Medallion, students must have

- 1 Gold award

and successfully demonstrate the following:

- Evidence of meeting 2 significant academic goals
- Lead 2 significant school leadership projects
- Lead a community based project

Students have to negotiate these leadership initiatives with the DP of that year group. This is ONLY open to senior students and needs to be completed in Year 11 and 12. No previous projects will be considered.

(issued at presentation night)

Emphasis on personal improvement, leadership & initiative.

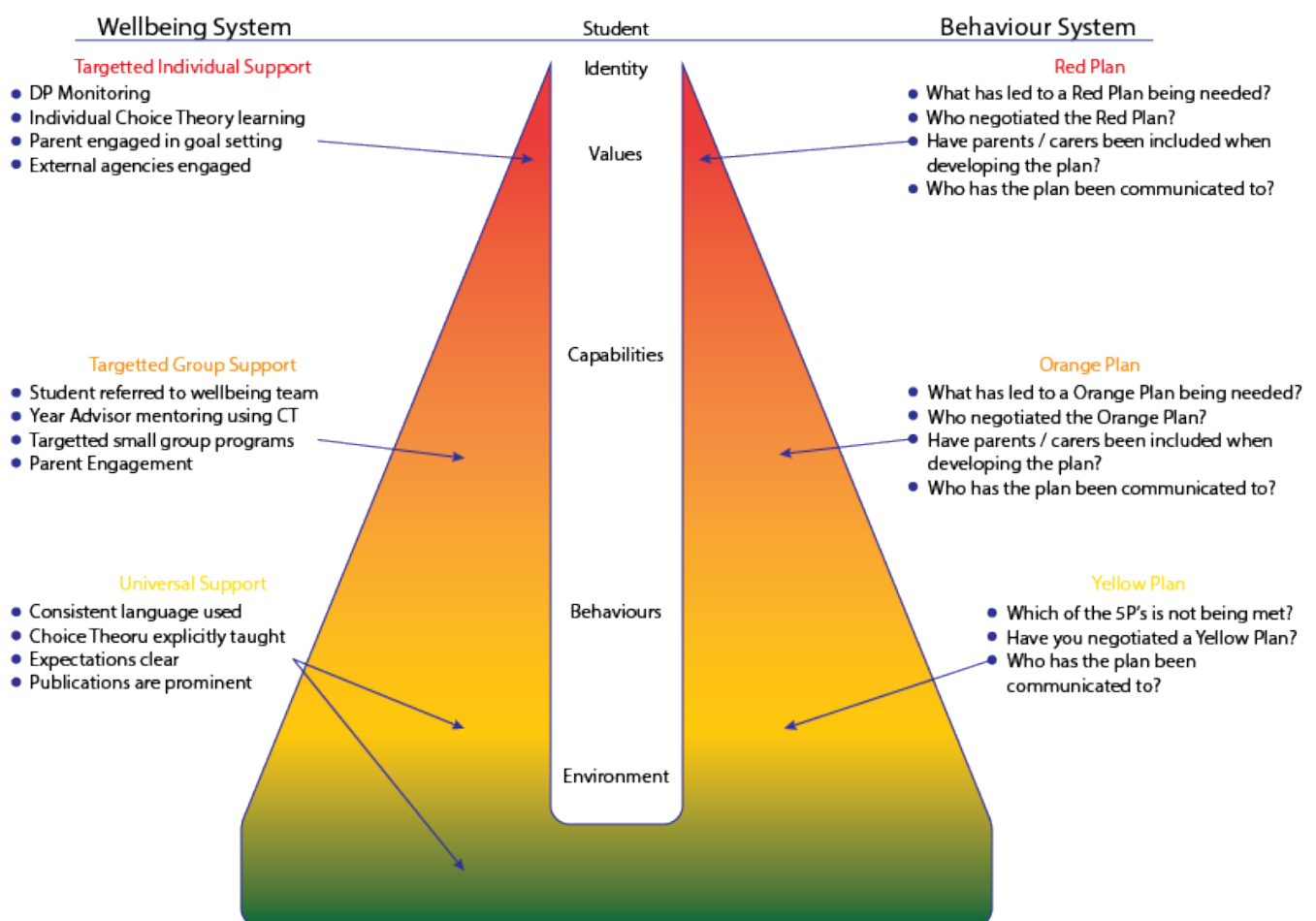
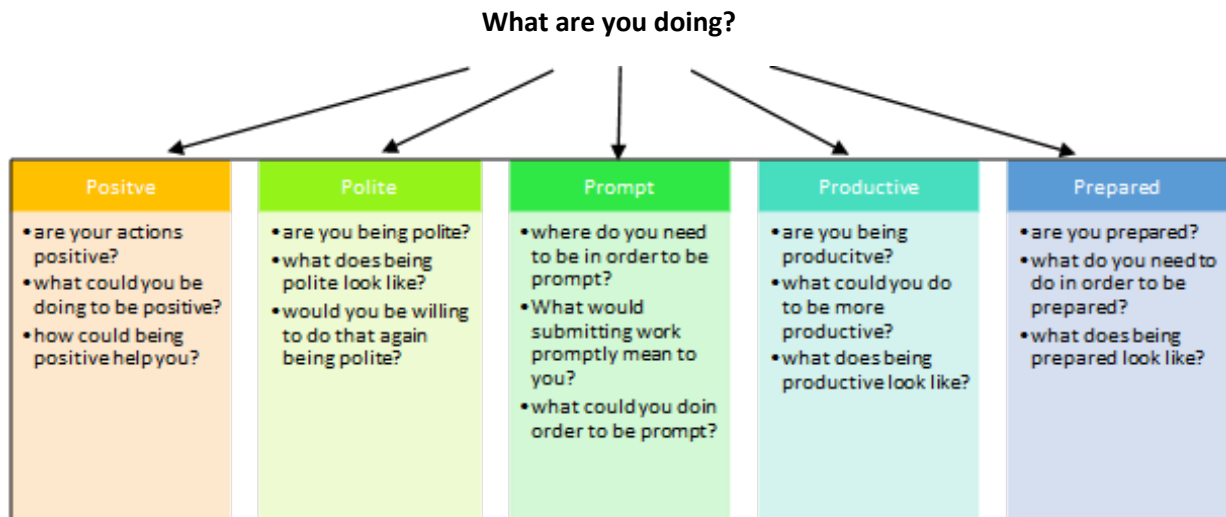


MEDALLION

The Ponds High School System of support

Behaviour car here

TPHS System of support linked to the 5Ps



Behaviour code for students

The behaviour code for students can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole-school Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Home Group Lessons	Cyber awareness, friendship skills, positive relationships delivered by SSO, Year Advisers, Stage HT and HT Wellbeing	Stage 4 and 5
	Multicultural Day	Day focused on the differences of cultures, promoting harmony and respect towards others.	Whole school
	Student Leaders	Student voice is promoted throughout a series of portfolios, which enable TPHS students to be active in decision making of the school. Senior students lead teams that include representatives from all year groups.	Stage 6
	Choice Theory/Relative Therapy	Choice Theory underpins the philosophy to engage staff and students in building strong relationships leading to improved growth and attainment and belonging at the Ponds High School.	Whole school
	Mandatory PDHPE 7-10 Syllabus	Students learn to research, analyse and reflect on a variety of social and emotional issues. Such as, but not limited to, positive relationships, health topics, road safety, self-regulation	Stage 4 and 5
	Life Ready	PDHPE compulsory learning for Stage 6 students. Focuses on offering opportunities for students to build the functional knowledge and skills for life post school in relation to health and safety.	Stage 6
	Peer Support	Led by Year 10 Peer Support leaders it places students at the centre of their learning, empowering them with practical skills and strategies to positively navigate life and relationships.	Year 7 Year 10
	Study Skills	High impact seminars & workshops help students improve their study techniques, increase motivation, build confidence, and lift exam performance.	Stage 6
	P&C Meetings	Allowing the opportunity for parent and community learning. Engaging the community in decision making and ability to seek further clarification of matters regarding day-to-day school life.	Parents and community
	Guest speakers and Police Youth Liaison officer presentations	Employing experts in their field to discuss and present current and relevant topics to TPHS students. Ranging from cyber safety, positive relationships, bullying programs,	Whole school

	Transition Days	Extra transitions days for students who have demonstrated anxieties or concerns in primary school. Allowing students extra time to be acquainted with High School and allow for a smoother transition.	In coming Year 7 students
Early Intervention	School counsellor / School Psychologist	TPHS has a school counsellor/school psychologist available for students each day of the week. TPHS works on a self-referral system believing the students need to take the first step in their therapeutic journey.	Whole school
	Student Support Officer	The SSO runs small size support groups, present workshops and supports students with time and resources.	Whole school
	TPHS Wellbeing Team	Made up of two Year Advisers for each year group, three Stage Head Teachers, 2 Wellbeing Head Teachers, four Deputy Principals, as well as School Counsellors and SSO. This multilayered approach allows all students to be known, valued and cared for.	Whole School
	Headspace	Counselling service that students are able to be referred to, giving external support and regular and ongoing counselling for students	Whole School
	Family Referral Service	Family counselling service that the school counsellor/School Psychologist are able to refer families to, giving support to students as well as their families.	Whole School
	PCYC Fit for Life	This life changing program focuses on linking physical, emotional & social wellbeing, nutrition and building resilience skills. Fit for life aims to improve overall wellbeing, promote a healthy lifestyle and divert youth from offending behaviours.	Stage 5
Targeted Intervention	Learning and Support Team	Working with students who need extra support due to learning difficulties, emotional dysregulation, physical injury or diagnosis. Supporting students through, but not limited to in class support, small sized group lessons, one on one support, examination special provisions, developing PLPs and team teaching.	Whole School
	TPHS Clubs	Various interest clubs are run by volunteering teachers during recess, lunch and after school. The clubs range from creative interests, sporting interests, as well as many more.	Whole School
	Careers	Working with students to develop the most appropriate transition pathway from senior schooling. Working with external agencies to provide a variety of opportunities for students at TPHS to experience and try different options for their future pathway.	Year 10, Stage 6
	Camp	Gives students the opportunity to challenge themselves in a safe and supportive environment. Try	Year 7 Year 9

		new things and develop positive relationships with others in their year group.	Year 11
	Attendance Team	Analysing and evaluating attendance data, including lates and unexplained absences. Working with and mentoring students that need support to come to school and developing strategies for the student to overcome their barriers. Developing and implementing policies and procedures to support all students to be in attendance 95% or above.	Whole School
	Breakfast club	Providing breakfast for student to allow them to start the day in a positive mindset. Allowing for regular check ins with students who may need extra support	Whole School
	External targeted programs	Including but not limited to Love bites, rock and water, Brainstorm productions. Targeting relevant topics of concern and providing ongoing follow up.	Stage 4 and 5
	HSLO/ Learning and Wellbeing Officer	TPHS is supported by Home School Liaison Officer and Learning and Wellbeing Officer, from the Department of Education. Fortnightly meeting allow for sharing of information and development of positive procedures for students finding schooling a challenge.	Whole School
Individual Intervention	School Counselling	TPHS has access to 2 School Counsellors and a School Psychologist. They work with students who self-refer for the service and assist students to develop strategies to support themselves during challenging times. The counselling team are able to assess students and give recommendations to parents for further external support services.	Whole School
	Learning and Support Team	Our Learning and Support Team supports teachers, students and families to identify student needs. They also work with Wellbeing team to complete application for integration funding support through Access Request	Whole School
	Late monitoring Cards	Students that find arriving to school on time are mentored by a member of the attendance team, placed on a monitoring card and assisted with practical strategies to allow them to arrive at school on time.	Whole School
	Asuria	Asuria seeks to understand your life experiences and skills and we will value those experiences and skills. Asuria are all about your future, your well-being, and your desire to gain a fulfilling, long-term job. Supports students at TPHS to develop skills and knowledge to be able to transition successfully into meaningful work	Year 10 Stage 6
	Ruff Tracks	The RuffTRACK program is aimed at engaging vulnerable young people and helping them develop life and work skills to plan their future pathways. Designed to encourage young people who are falling through the cracks at no fault of their own to re-integrate into society.	Stage 4 and 5

	Yellow, Orange and Red Plans	Choice Theory support plans, where students work in partnership with the teacher to develop an improvement plan for the choices and behaviour that has been disruptive or dangerous. Developing goals and strategies to support students to make positive choices when learning and interacting with others.	Whole School
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Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Yellow Plans	2 weeks	Teachers	Plans in Sentral
Orange Plans	2 weeks	Head Teachers	Plans in Sentral
Red Plans	2 weeks plus(negotiated)	Deputy Principals	Plans in Sentral
Reflection Sessions (Detentions)	1 hour	Deputy Principals	Wellbeing module in Sentral

Partnerships with parents / carers

The Ponds High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by involving parents in the yellow, orange and red plan process. We have regular meetings with parents to discuss expected behaviour and invite a range of staff from our wellbeing team to facilitate these meetings.

The Ponds High School will communicate these expectations to parents/carers directly via telephone calls, email and direct messages or text messages through Sentral. We also communicate via our fortnightly newsletter, updates on the school website and through parent-teacher conferences.

Consultation

Consultation regarding our Behaviour Support and Management Plan will take place with members of our P&C.

School Anti-bullying Plan

Refer to the Bullying of Students – Prevention and Response Policy and Anti-bullying. The Ponds High School Anti-bullying plan can be found at

<https://theponds-h.schools.nsw.gov.au/supporting-our-students/student-health-and-safety.html>

Reviewing Dates

Last review date: 30/06/2023

Next review date: Day 1, Term 1, 2024