

Gorokan High School Behaviour Support and Management Plan 2025

Overview

VISION STATEMENT

At Gorokan High School, we are committed to creating a safe, inclusive, and respectful learning environment where every student is empowered to achieve their full potential.

We believe in fostering positive behaviour through proactive support, clear expectations, and collaborative partnerships with families and the community. Our school is dedicated to nurturing resilience, responsibility, and a sense of belonging, ensuring that all students are equipped with the social and emotional skills necessary for lifelong success.

Our daily practices are grounded in the principles of positive behaviour for learning, trauma-informed care, inclusive approaches, and social- emotional learning.

CORE VALUES

Our Core Values promote Respect, Responsibility and Personal Best.

Respect:

We cultivate a culture of respect, where every individual is valued, and diversity is celebrated. We encourage students to treat others with kindness, empathy, and fairness.

Responsibility:

We instil a sense of responsibility in our students, teaching them accountability for their actions, to contribute to their community and to take ownership of their learning journey.

Personal best:

We challenge our students to strive for excellence, not just in academics but in all areas of life. We support them in setting goals, working hard, and continuously improving, recognising that person growth is a lifelong process

[Student Wellbeing external programs \(nsw.gov.au\)](https://nsw.gov.au)

Partnership with parents and carers

Gorokan High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including for bullying behaviour by inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P&C Association and local AECG.

Review school procedures and practices through the use of data, student voice, parent forums and information provided by our local community.

[Making a Complaint](#)

[Support for Parents](#)

Gorokan High School will communicate these expectations to parent/carers through the school weekly snapshot (emailed to all parents), website, handbook, & provide links to information & resources in the behaviour support toolkit.

[Behaviour support toolkit](#)

School-wide expectations and rules

School wide expectations and rules are essential as they create a safe and orderly environment, promote consistency and fairness, support positive behaviour, foster a respectful and inclusive atmosphere, enhance academic success and prepare students for life beyond school.

Setting	Respect	Responsibility	Personal Best
All Settings	Best manners Consider others	Own your actions Keep it clean	Feel safe, be safe Wear school uniform
Assembly	Active listening	Be in line	Celebrate success, Be proud
Canteen	Best manners	Right place, Right time	Make healthy choices
Office	Wait patiently	Right place, Right time	Be a positive role model
Bus bay	Waiting patiently	Be in line	Arrive on time
Cyber space	Positive talk	Right place, Right time	Celebrate success
Stairs and corridors	Hands to yourself	Move safely	Arrive on time
Toilets	Keep it clean	Right place, Right time	Wash your hands
Art Quad	Positive talk	Use your pass	Involve everyone
English Quad	Fair play	Right game, Right place	Involve everyone
Oval	Fair play	Right game, Right place	Have fun, Be active
Basketball Courts	Fair play	Right game, Right place	Have fun, Be active
Library	Keep it clean	Right place, Right volume	Be a positive role model

Behaviour Code for Students

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

The Behaviour Code for Students can be found at:

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>.

This document translated into multiple languages is available here:

[Behaviour code for students.](#)

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	OoHC Education Pathway Program	Student planning semester 1 and 2 with Personalised Learning Support Plan. OoHC case manager, HT Wellbeing, carer and student meeting goal setting.	All years
Preventative Early Intervention Targeted Intervention Individual Intervention	Shine	Program designed for girls in yr 7-10, program helps build self-worth, esteem, positive body image. This course is designed to help students become supportive of each other in a group setting. Shine is a wellbeing program designed to help you understand yourself better	Targeted Year 7-10
Early Intervention Targeted Intervention Individual Intervention	Managing the Bull	Managing the Bull, a 6-week course written by Kenneth Nathan and Carol Musgrave, builds resilience in bullied youth. Including the following: 1: Recognize Bullying 2: Develop Strengths & Self-Esteem 3: Communicate Effectively 4: Address Cyber-Bullying 5: Build Support Networks 6: Use Personal Protection Plans	Targeted Year 7-9
Early Intervention Targeted Intervention Individual Intervention	RAGE	RAGE is designed for young people who have difficulty controlling their emotions. This program helps students to identify feelings of anger, along with triggers, and explore alternative strategies to coping with frustrations.	Targeted Year 7-9
Early Intervention Targeted Intervention Individual Intervention	AOD Program/D&A Counselling	Oasis Youth Services offered targeted small group intervention that aimed to upskill knowledge of the effects of drugs and alcohol to empower students to make informed decisions. NSW Health and Oasis have also offered individual drug and alcohol counselling has also been offered to assist young people with mild to moderate substance use address barriers or issues relating to drug & alcohol usage through individual therapeutic interventions.	All years
Preventative	Find your Feet	"We provide a platform for them to tell their story, the skills to own their stuff, and the tools to shift that culture that's been holding blokes back from speaking up for far too long."	Targeted Year 9 and 11
Preventative	Adjusted Curriculum	From the TTFM Data + Individualised Focus Groups (Year 10, 2023) there was a need to strengthen peer connection, student-teacher rapport & wellbeing within Year 11 & senior high school. Therefore, the Year 11 & 12 Adjusted curriculum days aim to build on these three core components by getting students outside of their classroom environment with their classroom teachers.	Targeted Year 11

Care Continuum	Strategy or Program	Details	Audience
		Each term, students will partake in activities aligning with key areas of concern/need/opportunities + the components listed above.	
Early Intervention	Intro to Senior High School	The whole of Year 10 (2023) was invited back to GHS on Day 1 of Year 11 (whether they were attending GHS in Year 11 or not) to access any supports available. For students pursuing education elsewhere, this was an opportunity to connect and gain further assistance required before they departed. For students attending Year 11 at GHS, students enjoyed a day where they went over everything 'Senior' related (senior contracts, flexible leave, senior uniforms, getting ready for senior subjects, etc.). The day also includes a provided lunch for the students.	Targeted Year 10
Early Intervention	Uni Steps	On campus discovery day - Be a university student for a day and try 4 different faculty experiences at the University of Newcastle, Ourimbah Campus on the Central Coast. Students educated on career opportunities, hands on learning etc.	Targeted Year 7-10
Preventative Early Intervention Targeted Intervention Individual Intervention	Re-set room programs	Individual targeted programs delivered by the SLSO, Smiling Mind, ReachOut, Worry Time, Calm, Breath2Relax, The Brave Program, Bite Back, Healthy Mind, Yarn up, Wellmob, Lung Foundation – Vaping program, eSafety modules and reporting.	Year 7 -12
Preventative Early Intervention	Brainstorm Productions	Brainstorm Productions education programs use compelling narratives, movement, soundscapes and theatrical devices to help students develop practical social and emotional skills. Each program includes a Q&A and suite of curriculum-aligned teaching resources to continue the conversations in the classroom. The programs are designed to complement existing student wellbeing, cyber safety and school wide bullying prevention programs.	Year 7-10
Preventative Early Intervention Targeted Intervention Individual Intervention	Footy Focus	Creating Team Culture, Team work, Communication, Goal Setting, Self-Awareness / Values, Building Resilience. In's and out's of athlete life - How to be better on and off the field, Attack / Plays, Defence, Nutrition, Gym / Training / Programs, Kicking / Catching / Passing, Mentoring / Coaching / Leadership	Year 7 -10
Preventative Early Intervention Targeted Intervention Individual Intervention	Target Sport Program (TSP)	Students in the Targeted Sports Program participate in TSP training every Tuesday Afternoon between 1.30-2.30pm on school grounds with Wyong Roos Denton Cup Coach Mitch Williams, Local Talent Sarah Dimich, Touch Footy Star Nic Grant and NRLW Athlete Jayme Fressard. Rugby League will be the focus, but other "Footy	Year 9-10

Care Continuum	Strategy or Program	Details	Audience
		Related Skills” will also be developed through a term-by-term program that aims to build up individual’s skills through cross training techniques as well as sport specific sessions.	
Targeted Intervention	Perfect Presence	The program aims to support these students so that they feel stronger connections to school and learning and are supported to build on personal and social capabilities.	Year 8, 9 10
Early Intervention	Stand Tall	Working with educators, Stand Tall addresses national high school curriculum outcomes for PDHPE by gathering world class athletes, popular musicians, and inspirational speakers, who all share their life experiences in a relevant and relatable way to Australian teenagers. One massive day of positive input into a young Australian can change a life.	x
Early Intervention Targeted Intervention	Project Rock it!	LEVEL UP elevates students with confidence and resilience to take positive action at school, in the community and wider world, through exploration of leadership values and decision-making.	x
Preventative Targeted Intervention Individual Intervention	7-10 Mentoring Program	The mentoring program provides individual students with trained staff mentor capacity designed to promote support for students returning from suspension, displaying behaviours of concern, experiencing school related distress or needing a CICO	Year 7 to 10
Preventative Targeted Intervention Individual Intervention	11 - 12 Mentoring Program	All students in Year 11 and 12 have a teacher mentor who assists students with the demands of senior years, assisting with study, work, social and emotional and MH concerns	Year 11 and 12
Targeted Intervention Individual Intervention	DIGIVAN - SoundSoul	Workshops with two professional musicians in the DIGIVAN to upskill young people to create music to express themselves and their place within the community. This supports with mental health, confidence and to inspire them to build opportunities for their future.	Year 9-10
Preventative Early Intervention Targeted Intervention Individual Intervention	Teen Mental Health First Aid	Teen Mental Health First Aid equips students with the knowledge, skills and confidence to recognise, understand and respond to a friend or peer experiencing a mental health problem or mental health crisis.	Year 10
Preventative Early Intervention Targeted Intervention Individual Intervention	LINKS Youth Support	Case management and resume support offered on a 1-1 basis with a Youth Worker.	Year 7-12
Preventative Early Intervention Targeted Intervention Individual Intervention	Youth Health NSW	The Youth Health Service helps young people, parents, teachers and anyone who has concerns about the health or wellbeing of a young person aged between 12 and 24 years old.	Year 7-12

Care Continuum	Strategy or Program	Details	Audience
		Youth Health specialise in providing health awareness, education and support around physical and sexual health and wellbeing. Support is available to help young people independently manage their health and wellbeing and to access appropriate health care within the local community.	
Targeted Intervention	Critical and creative thinking V1	Class program building the social capacity of students in their respective classes/year groups	Year 7
Targeted Intervention	Connect and Thrive V2	Individual programs using AFIRM modules as evidence-based research to increase social and emotional learning and social skills development	Year 7-8
Targeted Intervention Individual Intervention	Mind Mastery: Transforming Behaviour and Self-Regulation	Restorative program aligning with return from suspension positive behaviour intervention	Year 7-10
Targeted Intervention	ALPS	The Aspiring Leaders Program at Gorokan High School identifies and nurtures future school leaders by providing targeted professional development, mentoring, and leadership opportunities. This initiative empowers staff to build their capacity, enhancing whole-school improvement and fostering a culture of innovation and collaboration.	Year 10-12
Targeted Intervention	SRC	The Student Representative Council (SRC) in DOE schools provides students with a voice in decision-making, fostering leadership and active participation in school initiatives. It plays a key role in promoting student welfare, enhancing the school community, and driving positive change through collaborative projects and events.	Year 7 - 12
Targeted Intervention Individual Intervention	NNN Name Narrate Navigate	NNN uses experiential learning, mindful engagement and photography to help young people to name, narrate & navigate the experience of violence.	Year 7-12
Early Intervention Targeted Intervention Individual Intervention	Check in/Check out (CICO)	Gorokan High School offers a Check-In Check-Out (CICO) system to provide structured support for students requiring additional guidance with behaviour and engagement. This program involves regular check-ins with staff to set goals and check-outs to reflect on progress, fostering accountability, positive relationships, and consistent encouragement.	Year 7-12
Preventative Early Intervention Targeted Intervention Individual Intervention	Student Support Officer	Providing 1 on 1 support for students experiencing a range of concerns	Year 7-12
Preventative Early Intervention Targeted Intervention Individual Intervention	Attendance Monitoring	The Attendance Matters policy by the NSW Department of Education highlights the vital connection between consistent attendance and student success, emphasizing the	Year 7-12

Care Continuum	Strategy or Program	Details	Audience
		shared responsibility of schools, families, and communities. Within this framework, the Home School Liaison Program (HSLP) supports schools in addressing attendance concerns through targeted interventions and collaborative approaches to ensure every student remains engaged in their education.	
Preventative Early Intervention Targeted Intervention Individual Intervention	Learning and Support Team	Learning Support Teams in the NSW Department of Education setting collaborate to identify and address the individual needs of students requiring additional assistance. These teams develop, implement, and monitor tailored strategies, ensuring that every student can access the curriculum and succeed in a supportive learning environment.	Year 7 -12
Preventative Early Intervention Targeted Intervention Individual Intervention	eSafety Commissioner	eSafety is Australia's independent regulator for online safety. We utilise this service to educate our students about online safety risks and help to remove harmful content such as cyberbullying of children, adult cyber abuse and intimate images or videos shared without consent.	Year 7 -12
Preventative Early Intervention Targeted Intervention Individual Intervention	Reflection Sheet	The reflection sheets are designed to have students review their choices and to guide them into making better choices in the future.	Year 7-12
Early Intervention	6-7 Transition	The 6- 7 School Transition program aligns with the DOE policy and provides a seamless transition supporting academic, social and emotional development and ensuring continuity of learning.	Year 6-7
Preventative	Wear it Purple Day	We celebrate our LGBTQIA+ community providing an inclusive celebratory day with guest speakers, engagement with local community members and information sessions.	Year 7 - 12
Preventative Early Intervention Targeted Intervention Individual Intervention	Games room	Our games room program at lunchtime promotes student wellbeing, inclusivity, and social connections while providing a safe, structured environment for relaxation and engagement. It supports mental health, fosters a positive school culture, and aligns with educational goals by encouraging skill development and constructive use of free time.	Year 7 - 12

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

At Gorokan High School, behaviours of concern are identified as challenging, complex, or unsafe behaviours that require persistent and intensive interventions. These behaviours do not include low-level inappropriate or developmentally appropriate actions. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and can cause harm.

Gorokan High School staff will identify inappropriate behaviours and behaviours of concern, including bullying and cyberbullying, through various channels, such as:

- Directly observing a student's behaviours, interactions, verbal communications, or work produced (e.g., written materials, performances, or artworks).
- A person disclosing new or previously undisclosed information.
- Concerns raised by parents, community members, or external agencies.

Students or parents are encouraged to report bullying to any staff member. Principals in NSW public schools, including Gorokan High School, have the authority to take disciplinary action to address student behaviours occurring outside school hours or off school grounds, including cyberbullying. Students who have experienced bullying will be provided with appropriate support, such as access to the school counselling service.

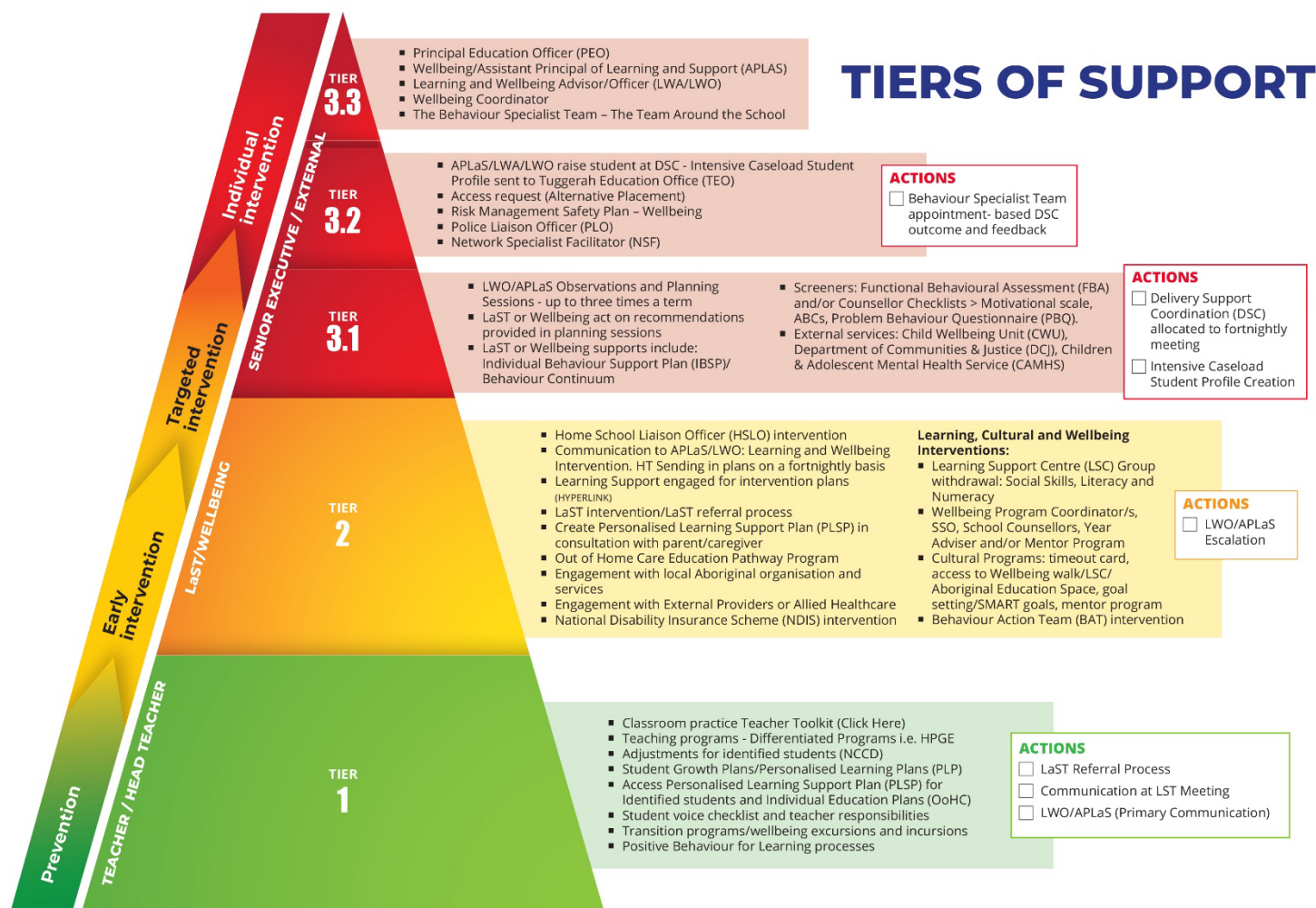
Responses to all behaviours of concern apply to student behaviour occurring:

- 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.

Students and/or parents/carers and school staff can report serious online abuse including cyberbullying of children and adults to the eSafety Commissioner and reporting links for most sites, games and apps can be found at the eSafety Guide.

Tiers of Support at Gorokan High School

The Tiers of Support document at Gorokan High School provides a structured framework to address behaviour positively and proactively. It outlines clear expectations for appropriate behaviour, strategies for responding to inappropriate behaviour, and targeted interventions for managing behaviours of concern, including bullying and cyberbullying. This approach ensures a consistent, equitable, and supportive response, fostering a safe and inclusive school environment.



Whole School Assemblies

The ringing of three bells at any time during the day, indicate a whole school assembly and students are to assemble in the COLA. Weekly year group assemblies at Gorokan High School serve as a platform to reinforce school expectations, including uniform compliance and behaviour standards. They provide an opportunity to address inappropriate behaviour and review student levels, while also promoting positive messages that align with school values. Additionally, these assemblies celebrate achievements by recognising attendance milestones and rewarding students, fostering a culture of accountability and encouragement.

Weekly year group assemblies

Years 7-10 meet in COLA at 8:20am instead of roll call on assembly days.

Year 7: Monday every week – 8:20am

Year 8: Monday, Wednesday and Friday every week – 8:20am

Year 9: Tuesday every week – 8:20am

Year 10: Friday Week B – 8:20am

Year 11 & 12: Thursday fortnightly from start of PBL lesson – 8:30am

Positive Behaviour for Learning (PBL)

At Gorokan High School the journey begins with our Core Values of Respect, Responsibility and Personal Best. These values serve as the foundation for our expectations of both staff and student

What is PBL?

PBL is a consistent school-wide system of support that helps define, teach and support appropriate positive student behaviours. PBL has been proven through academic research to be a highly effective system that creates an effective learning environment across a whole-school environment. The goal of PBL is the improvement of academic outcomes through the creation of a quality learning environment.

PBL at Gorokan High School

Signage in all areas of the school show students what these Core Values look like. The signs act as tools for students to contemplate their behaviour, emphasising reflection rather than simply reminding them to behave positively.

Each fortnight students are taught explicit lessons based on our Core Values with a focus on positive behaviour in a particular school setting. See our PBL Matrix on pages 10–11 for all settings.

PBL 3 Tier Rewards System

To reinforce positive school culture and student behaviour in all school settings, students are rewarded and acknowledged for their positive behaviour with the Gorokan High Schools **GORO GOLD** ticket system.

- **TIER 1:**

Students are recognised and rewarded by teachers for their **positive behaviour** in any school setting with a **GORO GOLD**.

Students collect their GORO GOLDS to swap for a **prize of their choice** at recess on a Monday, Wednesday or Friday in the front office.

- **TIER 2:**
GORO GOLDS are retained from Tier 1 and placed into student's year group boxes to be part of a fortnightly **PBL Draw** at the PBL Assembly on Thursday mornings.
Two prize winners are drawn from each Year Group.
- **TIER 3:**
Students who have earned 100 GORO GOLDS or POSITIVE MENTIONS are eligible to attend the **End of Semester Rewards Excursion**.

PBL Matrix

	ALL SETTINGS	Assembly	Canteen	Office	Bus Bay	Cyber Space	Stairs & Corridors	Toilets	Art Quad	English Quad	Oval	Basket Ball Courts	Cola	Library
	Best Manners Consider Others	Active Listening	Best Manners	Waiting Patiently	Waiting Patiently	Positive Talk	Hands to Yourself	Keep it Clean	Positive Talk	Fair Play	Fair Play	Fair Play	Fair Play	Keep it Clean
	Own Your Actions Keep it Clean	Be in Line	Right Place, Right Time	Right Place, Right Time	Be in Line	Right Place, Right Time	Move Safely	Right Place, Right Time	Use Your Pass	Right Game, Right Place	Right Game, Right Place	Right Game, Right Place	Right Game, Right Place	Right Place, Right Volume
	Feel Safe Be Safe Wear School Uniform	Celebrate Success Be Proud	Make Healthy Choices	Be a Positive Role Model	Arrive on time	Celebrate Success	Arrive on Time	Wash your Hands	Involve Everyone	Involve Everyone	Have Fun Be Active	Have Fun Be Active	Have Fun Be Active	Be a Positive Role Model
	RESPECT	RESPONSIBILITY	PERSONAL BEST											

Support Programs

WELLBEING HUB

At Gorokan High School we are focussed on creating a safe, inclusive and connected school community. Our Hub is a platform for our community to access resources that support the learning and wellbeing for parents, students and community members.

In addition to an arrangement of individualised and group programs, the HUB comprises of:

- school counsellors
- student support officer
- wellbeing youth officer
- wellbeing SLSO
- headspace appointments
- walkabout passes, timeout cards, check-ins
- social and emotional learning spaces.

LEARNING SUPPORT CENTRE

Students with disabilities and additional learning needs are well supported by the LSC. Individualised case management, small group intervention in literacy and numeracy, in-class support, or assessment support may be offered to students. Parents/carers are encouraged to contact the front office if you think your child has a need for additional support or if your child needs assistance, please speak to the classroom teacher, year adviser or Head Teacher Teaching and Learning.

INCLUSIVE EDUCATION

Gorokan High School's Inclusive Education Faculty strives to create the best possible environment for all students and staff by:

- providing effective communication between staff, parents, students and community;
- maintaining a positive and inclusive learning environment; and
- providing an emotional and educational supportive place.

RISE AND SHINE BREAKFAST CLUB

Students are invited to kickstart their day with breakfast and basketball on Mondays, Wednesdays and Fridays from 7:40am to 8:10pm in the School Gym.

MATHS CENTRE

All students can attend and receive help with homework, class catchup, assessment task guidance, exam preparation and study skills on Tuesdays 2:30pm to 3:30pm.

SUPPORTED SENIOR STUDY – YEARS 11 & 12

On Wednesdays 2:30pm to 4:00pm on the school library.

SELECTIVE STREAM – YEARS 8 TO 10

All students have an opportunity to gain entry into the selective stream in Years 8 to Year 10. Applications are open between late June and late July each year. Information and applications forms are available from our website <https://gorokan-h.schools.nsw.gov.au/learning-at-our-school/gats.html>

Aboriginal Education Programs

Our team of Aboriginal Education Officers and teachers ensure that all students have the opportunity to connect to culture and build meaningful relationships with our community. Students are able to participate in Aboriginal Art, Dance and Didge.

GOROKAN HIGH SCHOOL ABORIGINAL PROGRAMS

- GHS Aboriginal Education Programs – all years
- Local Aboriginal Culture (LAC) – Years 7 and 8
- Contemporary Aboriginal Art Groups – all years
- Contemporary Aboriginal Dance – all years
- Didge Group – Years 7 to 10
- Sista Speak – Years 9 and 10

EXTERNAL PROVIDER PROGRAMS

Mentoring – Dhinewan Years 7 and 8

provides high-quality mentoring programs in culture, leadership and wellbeing to empower students to be confident, resilient and motivated to reach their goals and aspirations.

Dream Builders – Year 10

offers an inspirational, practical and experiential approach to learning, giving Aboriginal young people opportunities to participate in modules covering Aboriginal Identity, Art & Performance, Culture & Careers, Land Management and work education components such as Career Profiling, Career Planning and Work Experience.

ABCN Mentoring – Years 9 to 11

award-winning, fully facilitated programs raise students' aspirations, develop their key skills and help them build connections with a workplace and a corporate mentor.

NRL School To Work- Year 11 & 12

The NRL utilises the positive profile of the game of Rugby League to support young Indigenous Australians with work experience, mentoring and leadership opportunities to ensure they successfully complete school and transition into further study, training or meaningful employment.

Ngura- Years 7, 8, 9, 10

A five week program called Ngura which means “Place” in Darkinjung language has been initiated by Matt Sonter in partnership with Wyong Council and Mingara. The aim of the program is to educate children about the benefits of participating in physical activity and acknowledging health issues that are faced by Aboriginal people. The program builds on student's cultural identity and allows them to connect with culture.

Parent Portal

The Sentral portal is a platform for parents to view information including:

- Student attendance – attendance history, class attendance percentages and explained/unexplained absences
- Student school records – NAPLAN data
- Student reports
- Class homework and messages – the teacher can broadcast messages and set homework online
- Students can create a personal journal
- Student daily timetable
- Parent teacher interview bookings when open (parents only)

Mobile Phone Policy

‘OFF AND AWAY’ POLICY

1. Each morning students will be required to switch their mobile phone off when the first school bell goes at 8:20am.
2. The mobile phone then needs to stay off and out of sight throughout the day.
3. When the last bell of the school day goes, students can switch on their mobile phone again.

NONCOMPLIANCE

If a student turns their phone on or it is visible at school anytime between 8:20am and 2:30pm (1:45pm on Thursday), they will be required to hand their phone to the Deputy Principal for the remainder of the day. Collection is after the last bell.

If a student is a repeat offender of the ‘Off and Away’ Policy, parents/carers will be required ——— to come to the school to collect the phone.

The student’s phone will be suspended from the school site.

Responses to serious behaviours of concern

Increasingly unacceptable behaviour	Behaviour	Follow up
LEVEL 0	<ul style="list-style-type: none"> At the start of each year every student will begin at Level 0. 	<ul style="list-style-type: none"> Return to Level 0 from higher level once student completes all expectations.
LEVEL 1 Classroom Teacher (CT) Level	<ul style="list-style-type: none"> Repeated unsatisfactory classroom behaviour on a low level basis; or a significant single incident. 	<ul style="list-style-type: none"> Behaviour dealt with at a faculty level with consequences. Level 1 Monitoring Card (with CT) for one cycle or a minimum of five lessons. CT to communicate with parents via letter/email/phone call.
LEVEL 2 Head Teacher/ Behaviour Team (HT) Level	<ul style="list-style-type: none"> Repeated unsatisfactory behaviours within the classroom, playground and sport. Failure to follow GHS Core Values – Respect, Responsibility and Personal Best Ongoing truancy/leaving the school grounds without permission. Repeated failure to hand in Level Card, bring card to class or school. Lost card – repeat L2 from the beginning. 	<ul style="list-style-type: none"> Behaviour dealt with by faculty HT and/or Behaviour Team Student placed on Level 2 Monitoring Card Behaviour Team monitor Level 2 Card for one cycle or a minimum of five lessons. Detention room for first 15 minutes of lunch (no detention Thursday) x4 Phone call home by the HT/Behaviour Team.
LEVEL 3 Behaviour Team/ Deputy (DP) Level	<ul style="list-style-type: none"> Consistent demonstration of unsatisfactory behaviour across the school eg Continued Disobedience Failure to follow GHS Core Values – Respect, Responsibility & Personal Best. Repeated failure to hand in Level Card, bring card to class or school. Unsafe behaviours impacting on peers/staff/environment- classroom, playground, sport/excursions etc. 	<ul style="list-style-type: none"> Behaviour team track and monitor. DP to contact home. Level 3 Monitoring Card for 5 days. Detention room for first 15 minutes of lunch (no detention Thursday) Move to Formal Suspension Caution if behaviour continues. Cannot represent the school in any form eg excursion/sport.

Monitoring cards

Monitoring Card	Behaviour	Follow up
FORMAL SUSPENSION CAUTION	<ul style="list-style-type: none"> Final opportunity for the school/student/family to work together to gain a positive change in student behaviour prior to a student suspension. If behaviour impacts on safety/wellbeing and/or learning, a student may be suspended from school immediately without a Formal Suspension Caution. 	<ul style="list-style-type: none"> Parents informed by DP of Formal Suspension caution via phone/email/letter. Level 3 Card to continue for a negotiated time. The Formal Suspension Caution to be put in place for up to 50 school days. LST – Learning/Behaviour school supports.
PINK CARD Senior Improvement Program	<p>Placement on an Improvement Program will occur as a result of:</p> <ul style="list-style-type: none"> A failure to fulfil the senior contract conditions. A failure to satisfy NESA, RoSA or HSC requirements: <ol style="list-style-type: none"> followed the course developed or endorsed by the Board; and achieved some or all of the course outcomes; and applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. <p>PLUS</p> <ul style="list-style-type: none"> Misbehaviour/discipline issues that result in placement on a behaviour level. N Award warnings. Unsatisfactory attendance – below 85% (without acceptable justification). Truancy from lessons/school including study periods. 	<ul style="list-style-type: none"> Student will be interviewed by Deputy. Academic plan and learning support's put in place to support student. Meeting with family to discuss concerns and negotiate plan. Two-week plan to reach successful outcome. Review meeting to be held with student and family.

- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.
- Responses to all behaviours of concern apply to student behaviour that occurs:
 - at school
 - on the way to and from school
 - on school-endorsed activities that are off-site
 - outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
 - when using social media, mobile devices and/or other technology involving another student or staff member.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response Policy](#)
- [Incident Notification and Response Procedures](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Detention, reflection, and restorative practices

Toilet and food breaks are always included when withdrawal from the playground at either break is planned as a response to behaviour.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Room – engagement with the Behaviour Action Team with time spent reflecting on behaviour of concern	Up to five days with a maximum of 15 minutes	Deputy Principal and Behaviour Action team	Documented on SENTRAL under Wellbeing Module
Zoning – engagement with the Deputy Principal or Wellbeing Team to identify alternate areas of the school for continued engagement and participation	Dependant on level on incident individual planning	Deputy Principal, or Wellbeing Team member	Documented on SENTRAL under Wellbeing Module
Restorative program – mediation, intervention program, mentor, check in/check out	Dependant on incident and program required	Wellbeing Team	Documented on SENTRAL under Wellbeing Module

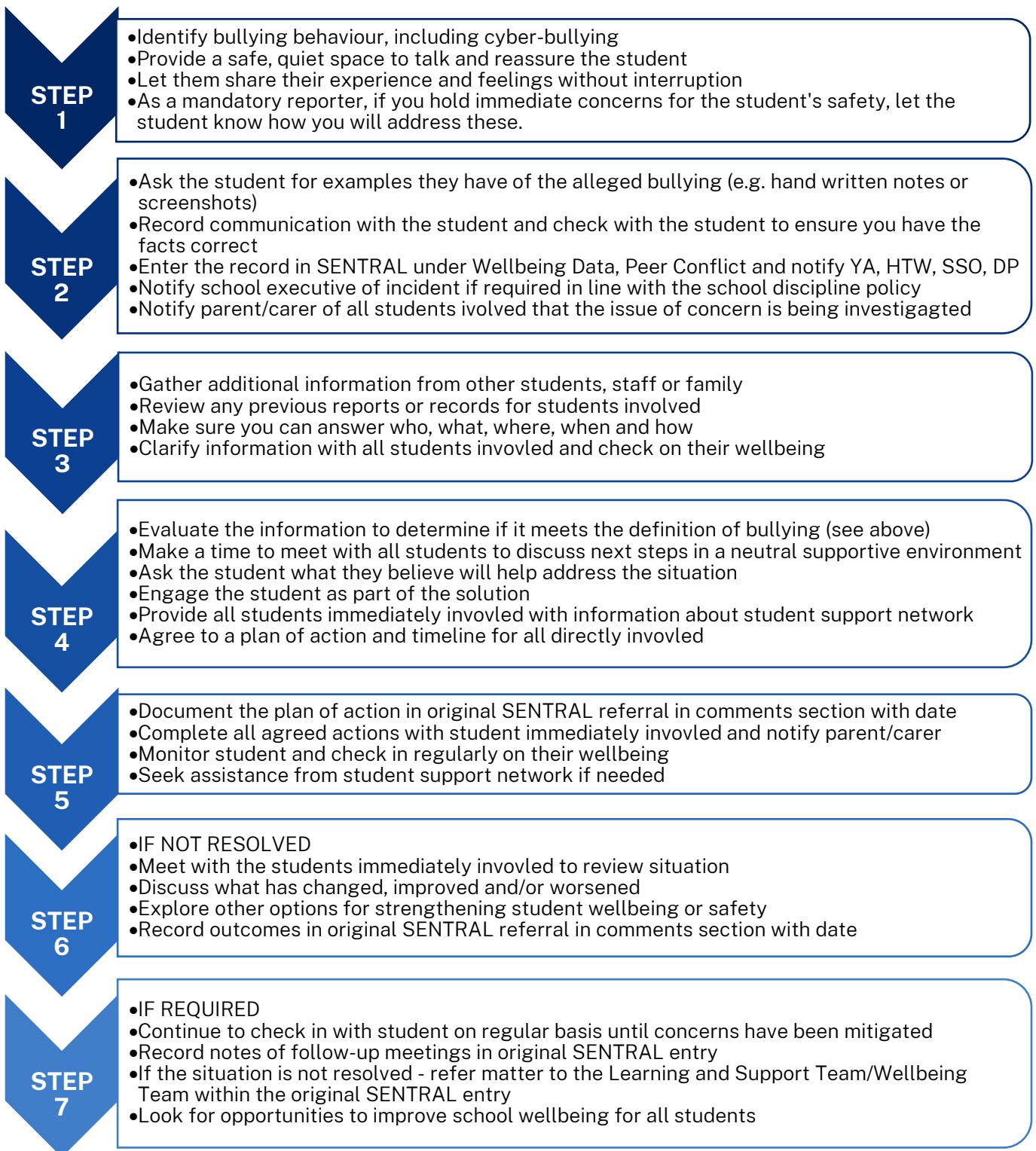
Bullying Response Staff Flowchart

Definition of bullying goes here – Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical, and or social behaviour that intends to cause physical, social and or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices, and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated or has the potential to be repeated, over time (For example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflicts or fights between equals whether in person or online are not defined as bullying.

For more information visit [UNDERSTANDING BULLYING](#).



Last review date: 18 December 2024

Next review date: 1 December 2025

KEY	YA	Year Adviser
	SSO	Student Support Officer
	HTW	Head Teacher Welfare
	DP	Deputy Principal