



Parkes High School Behaviour Support and Management Plan

This plan is an operational document which outlines school processes and practices, is published on the school website and is made available to all students, parents/carers and school staff.

Overview

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

Complimentary to this are programs prioritised and valued by the school community. These programs are outlined in more detail within this plan.

The Learning Support Team and Wellbeing Team manage the resources and are the key decision makers across the care continuum. The Wellbeing Team is made up of Deputy Principal Inclusion, Head Teacher Wellbeing, Year Advisors, Girls Advisor, Boys Advisor, School Psychologists, School Support Officer, and School Chaplain.

The Wellbeing team has 3 focuses, whole school, targeted group, and individual intervention.

Promoting and reinforcing positive student behaviour and school-wide expectations

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

- To be safe, respectful, and responsible.

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

- Positive Behaviour for Learning (PBL) is the framework that supports every level of the care continuum at Parkes High School.



Behaviour Code for Students

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policies/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

Parkes High School has a Care Continuum to support student learning and wellbeing.

Parkes High School Positive Behaviour for Learning Framework also supports students learning and wellbeing

Care Continuum	Strategy or Program	Details	Audience
Prevention	School Diaries	A school wide program at our school, which has a strong learning and wellbeing focus and is designed to inspire and motivate young people about the importance of education.	Whole School
Prevention	Anti-Bullying Plan  Anti Bullying Plan 2024-1.pdf	Parkes High School is a school committed to providing a safe, caring, and harmonious environment that fosters respect for others and individual differences. Schools exist in a society where incidents of bullying behaviour may occur. When bullying incidences occur in our school community, and are reported, the school's response will be proactive, professional, and committed to increasing the awareness of all involved and how they can best address and resolve the identified incidence of bullying; restore relationships; and ensure a safe and caring environment.	Whole School
Prevention	Library	Students can participate in board games with the school psychologist and school chaplain. Teaching of explicit social skills within the learning hub also occurs.	Whole School
Prevention	Expectations of Safe, Responsible, Respectful  2024 PHS Positive Behaviour for Learni	Positive Behaviour for Learning (PBL) Schoolwide and classroom systems of support that brings together the whole school community to contribute to developing a positive, safe, and supportive learning culture.	Whole School
Prevention	Posters, signs, paintings of PBL across school	Promotion of the PBL Principles visually seen across the school.	Whole School
Prevention	Classroom management fundamentals	Staff explicitly teach and model the classroom management fundamentals, following staff PL and discussions during PLC groups.	Class Teachers
Prevention	Resilience Project	The resilience project focusses on emotionally engaging programs and provides evidence-based, practical wellbeing strategies to build resilience. Students have a timetabled wellbeing period, and the program is delivered by Head Teacher Wellbeing and year advisors.	Years 7-11

Care Continuum	Strategy or Program	Details	Audience
Early Intervention	Peer Support	A mentoring program at our school, which has a strong wellbeing focus and is designed to inspire and motivate young people about the importance of education. Year 7 students are supported by Year 11 students (who are trained in Year 10).	Whole School
Early intervention	PBL rewards system.	'Likes' given across classroom/playground settings. Weekly draw for a student to win a canteen voucher, drawn from the barrel of 'likes'.	Whole School
Early intervention	Wellbeing staff Head Teacher Wellbeing, Year Advisors, Boys Advisor, Girls Advisor and Wellbeing programs	Wellbeing team supports students in their emotional, social and health wellbeing. Programs are coordinated throughout the year by the Wellbeing team addressing student needs.	Whole school
Early intervention	Transition and orientation for Year 6 to 7 students.	Students do tours of the school, meeting staff, becoming familiar with physical surrounds and visiting classrooms. For identified students this can be on a regular basis, with specific in class transition. Open nights are also conducted for potential future students and their families.	Year 6 to 7 students.

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Learning and Support Team	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals.	Individual students, families, staff
Targeted Intervention	Shine	This program aims to support young female students in years 8, 9 and 10 showing early signs of disengagement and minor behaviour issues	HT Wellbeing/Girls Advisor
Targeted Intervention	Rage	Students identified at risk of suspension related to anger or violence will be connected to and supported through 'Rage'. It is a 6-week strength-based anger management program run by various youth health services.	HT Wellbeing/ School Chaplain
Targeted Intervention	BroSpeak (accessed through ACLOs)	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire and motivate Aboriginal young people about the importance of education.	Aboriginal and/or Torres Strait Islander young people
Targeted Intervention	SistaSpeak (accessed through ACLOs)	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire and motivate Aboriginal young people about the importance of education.	Aboriginal and/or Torres Strait Islander young people
Targeted Intervention	Quicksmart	Students that require additional supports in their literacy and numeracy are targeted in small group/individual support through the Quicksmart program.	LaST/SLSO
Targeted Intervention	Subject selection afternoons/evenings	Students and parents are provided with an information session to help guide the most beneficial pattern of study to suit the individual career goals and aspirations. The Year Advisor, Careers Advisor and Deputy Principal can offer individual support if required.	DP's/YA's

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Integration Funding Support	Students that have targeted Integration Funding support are offered additional support through SLISO's in classrooms. They may support the teachers and students in accessing the curriculum and engaging in learning.	LaST/SLSO
Individual Intervention	Personalised Learning and Support Plans	Learning and support teacher meet with students and parents/carers to develop Personalised Learning and Support plans. This is then shared with staff and where appropriate meetings are held with specific teachers to discuss specific needs.	LaST
Individual Intervention	Personalised Learning Pathways	Aboriginal Education Officer meets with students and parents/carers to develop Personalised Learning Pathways to support the students cultural and educational needs. These are then shared with staff.	AEO
Individual Intervention	Post school option interviews	Careers Advisor meets with students to discuss schooling, goals and post school opportunities with all students from years 10,11 and 12.	Careers advisor
Individual Intervention	DoE External Supports	When school has exhausted all resources to manage and support student behaviours, a referral may be made to the team around the school. This may entail observations and working with the student/parents/staff to develop plans and strategies to support and manage the student and staff behaviours.	Team around school
Individual Intervention	External service providers	Some students may be referred to external support services. This may be done through the Wellbeing Team, LST or school psychologists. External providers include Occupational Therapists, Physiotherapists, Mental Health Counselors, and the Youth Engagement Officer	External service providers
Individual Intervention	Mental Health Supports	Students may self-refer or the Wellbeing Team may recommend specific support for students with significant mental health issues.	School Psychologist/ School Chaplain/SSO

Detention, Reflection and Restorative Practices

Action	When and how long?	Who Coordinates?	How are these recorded?
Reflection – Green Card	With green card	Class teacher	Reflection sheet
Reflection – Orange Card	Meeting with parent	Head Teacher	Student Behaviour Plan
Reflection- Red Card	Meeting with DP	Deputy Principal	Individual Behaviour Response plan
Mediation	On a needs basis	HT Wellbeing/HT/DP	Wellbeing Plan

Partnership with Parents/Carers

Parkes High School do partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. These are communicated to parents via the Student Handbook, on the School Website and Facebook page.

School Anti-bullying Plan



Anti Bullying Plan
2024-1.pdf



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

Reviewing Dates

Next review date: Day 1, Term 1, 2025