



Tomaree High School Behaviour Support and Management Plan

Overview

Tomaree High School, located on Worimi land and sharing a campus with Tomaree Public School, is the only public high school serving the Tomaree Peninsula. With a current enrolment of 1,050 students, 9% of whom identify as Aboriginal and/or Torres Strait Islander, the school has fostered strong connections with the local Aboriginal community. Partnerships with the Aboriginal Education Consultative Group (AECG) Youyoong and the Murrook Land Council play a vital role, supported by dedicated Aboriginal funding. These resources enable the school to employ an Aboriginal Education Officer for tailored support and to offer staff professional development, including programs like Connecting to Country.

Tomaree High School prides itself on a collaborative teaching team committed to future-focused learning. Staff design programs based on the NSW syllabus, focusing on formative assessment, visible thinking, and project-based learning to cultivate essential 21st-century skills: communication, collaboration, critical thinking, and creativity. Positive Behaviour for Learning (PBL) values of Respect, Responsibility, and Success are embedded school-wide, contributing to a safe, respectful, and inclusive learning environment.

Central to Tomaree High's approach is the holistic development of each student, with a focus on both academic growth and well-being. The school's commitment to effective classroom practice is supported by professional learning aligned with the Quality Teaching Framework. This focus on quality teaching, coupled with data-informed practices, drives continuous improvement in literacy and numeracy.

A wide range of programs and extracurricular activities are offered to support student growth in academic, creative, social, cultural, and sporting domains, catering to the diverse strengths of all students. Guided by a rigorous situational analysis that included input from students, staff, the community, AECG, and other stakeholders, Tomaree High School has set its strategic priorities to include:

- Increasing the proportion of students in the top 2 NAPLAN bands for Reading and Numeracy
- Supporting Aboriginal students in achieving the HSC while maintaining their cultural identity
- Boosting the percentage of students meeting NAPLAN expected growth in Reading and Numeracy
- Increasing student attendance, aiming for 90% or higher
- Raising the percentage of HSC course results in the top 3 bands

Tomaree High School is dedicated to fostering positive behaviour, high expectations, and personal responsibility in students, with the goal of inspiring all students to contribute positively to society. Our guiding principles are grounded in trauma-informed practice, inclusive education, and social-emotional learning. We maintain high behavioural standards through role modelling, explicit teaching, and structured responses to student conduct, supporting students in understanding the impact of their actions.

To achieve these goals, the school has prioritized restorative practices, Friendly Schools initiatives, and social-emotional learning programs that promote mental health, relationship building, and bullying prevention. Restorative practices foster respectful relationships across the school, especially following incidents involving conflict or harm.

Staff have engaged in Professional Learning in Trauma Informed Practice, PBL and Stephen Spencers Coach 2 Cope.

Partnership with parents and carers

Tomaree High School values partnerships with parents and caregivers and encourages engagement in behaviour support and student wellbeing. Families can offer feedback through surveys like Tell Them From Me, direct school consultations, and P&C and AECG meetings. Expectations for parent involvement and resources are communicated through school channels, including newsletters, the website, and links to the Department's behaviour Support Toolkit, ensuring a collaborative approach to student success and wellbeing.

School-wide expectations and rules

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

To be respectful, responsible, resilient learners.

Respectful	Responsibility	Success
<p>POLITE CONVERSATIONS</p> <ul style="list-style-type: none"> • Say 'please' and 'thank you' • Choose to use kind words 	<p>OWNING YOUR ACTIONS</p> <ul style="list-style-type: none"> • Be able to admit when you've made a mistake, and do your best to try and fix it or correct your behaviour 	<p>HAVING HIGH EXPECTATIONS</p> <ul style="list-style-type: none"> • Believe in yourself that you can achieve anything you want to work towards – and then put in the effort! • Do your best!
<p>SAFE SCHOOL</p> <ul style="list-style-type: none"> • Care for our environment – school items, furniture, our playground etc... • Behave in appropriate and safe ways 	<p>RIGHT PLACE, RIGHT WAY, RIGHT TIME</p> <ul style="list-style-type: none"> • Be at school and class on time • Behave appropriately in all different situations – in class, during assembly, in the playground, waiting for the bus etc... 	<p>EFFORT AND ATTITUDE</p> <ul style="list-style-type: none"> • Be a positive member of our school • Approach your schoolwork with a good attitude and again, believe in yourself and what you can accomplish when you do your best!

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 \(nsw.gov.au\)](#)

Whole school approach across the care continuum

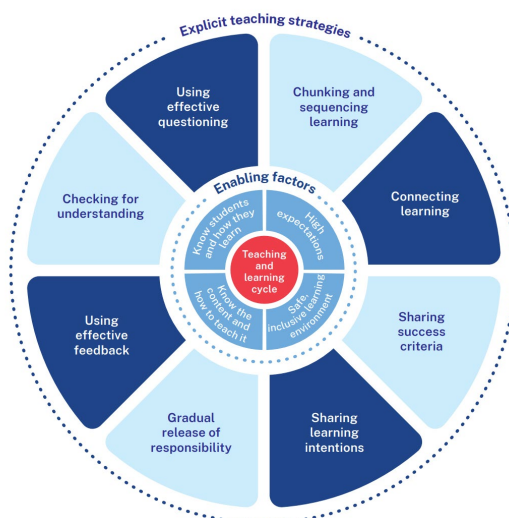
At Tomaree High School, we integrate student wellbeing and positive behaviour strategies across all levels of support, addressing behaviours of concern, including bullying and cyberbullying. Conflicts arising from mutual disagreements or isolated incidents are not considered bullying.

Our approach is grounded in evidence-based, effective classroom practices designed to foster active engagement in learning and cultivate respectful relationships. These include:

- Explicitly teaching classroom expectations
- Establishing predictable routines and procedures that are clearly communicated to students
- Reinforcing positive behaviour through feedback and recognition
- Addressing inappropriate behaviour with structured guidance

- Actively supervising students
- Maximizing engagement with learning opportunities
- Providing well-structured, engaging lessons that offer students choices
- Differentiating content and tasks to meet diverse learning needs.

Values Approach



Enabling Factors

- Explore concept of social goal – the explicit teaching of classroom behaviour.
- Review Red Folders and Student Profiles to support explicit teaching.
- Positive Behaviour for Learning - Values Approach
- Data – Behaviour, N Warning, Quick Merits. What does this tell us?

Universal Concep (Professional Learning and planning for Staff)	PBL Focus Areas at THS	Enabling Factors
Students are prepared for every lesson, every day!	<ul style="list-style-type: none"> • Books/pens out, bags away • School values • Safe environment 	High Expectations
Every student has a right to learn - Responsibility	<ul style="list-style-type: none"> • Attempting work • Bookwork • Relevant discussions • Understand the success criteria • Meet & greet at the door • Equipment out at the start of the lesson • Bookwork – how do they present their work • Respecting each other’s right to learn 	High Expectations Know students and how they learn
Relationships	<ul style="list-style-type: none"> • Know our students • Connect • Calm, safe environment • Respect for all • Calm & safe learning environment 	Safe Inclusive Learning Environment Know students and how they learn

Care Continuum	Strategy or Program	Details	Audience
Prevention/ Early / Targeted / & Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions.	Students 7-10
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school.	Incoming Year 7 students
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Targeted intervention	Leadership programs	These include Student Representative Council, library and peer mentors.	Students 7-12
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor

Individual Intervention and Behaviour Support Planning at Tomaree High School

- Tomaree High School is committed to developing, implementing, monitoring, and reviewing individual behaviour support plans, which may include behaviour response plans and risk management plans. This process involves students, parents/carers, the Learning and Support Teacher (LaST), and the Head Teacher (HT) of Wellbeing.

Response to Behaviour, Including Bullying and Cyberbullying

- We provide planned responses for both positive and inappropriate behaviours, with targeted approaches for behaviours of concern such as bullying and cyberbullying. Behaviours of concern are those that are challenging, complex, or unsafe and require persistent and intensive intervention. This does not include low-level or developmentally appropriate behaviours. Bullying behaviour, which involves the intentional misuse of power in a relationship and is ongoing and harmful, is identified and addressed according to these standards

Identifying and Reporting Inappropriate Behaviour

Tomaree High School staff actively identify and address inappropriate behaviour and behaviours of concern, including bullying and cyberbullying, through multiple channels:

- Observing students' behaviours, interactions, communications, and work

- Information disclosed by individuals, including new or previously undisclosed information
- Concerns raised by parents, community members, or external agencies.

Students and parents can report bullying to any staff member. Principals in NSW public schools can take disciplinary action on student behaviours occurring outside school hours or off school grounds, including cyberbullying. Students affected by bullying are offered support through their year advisor or the school counselling service.

Applicability of Behavioural Responses

The school's responses to behaviours of concern apply in situations where behaviour occurs:

- On school grounds
- During travel to and from school
- During school-endorsed off-site activities
- Outside of school hours or premises when the behaviour impacts the school community
- Through social media, mobile devices, or other technology involving other students or staff when a connection to the school exists.

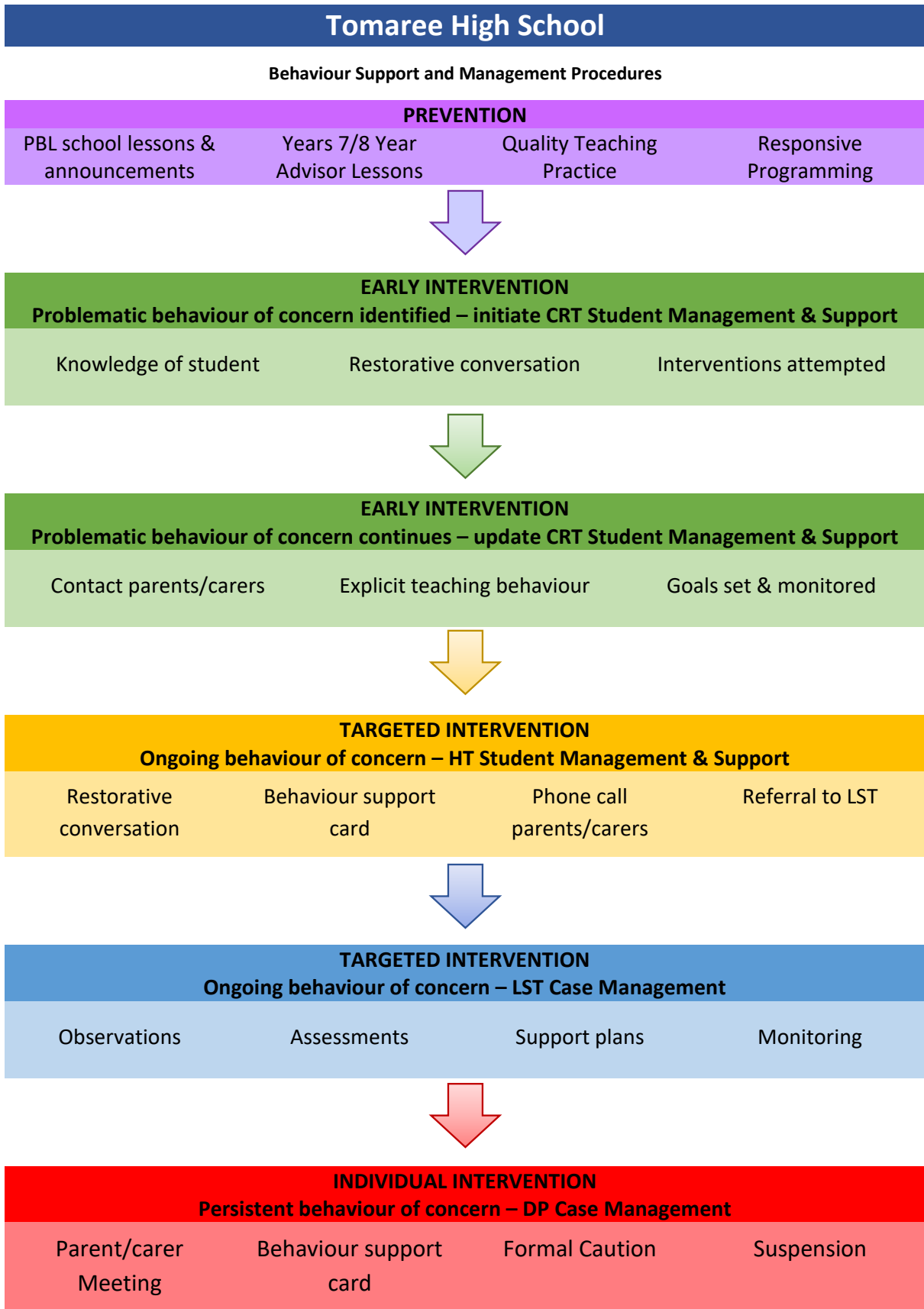
Preventing and Addressing Behaviours of Concern

Planned responses to behaviours not meeting school expectations are either teacher- or executive-managed:

- *Teacher-managed:* Low-level, inappropriate behaviour is addressed directly by teachers in the classroom and playground through corrective actions.
- *Executive-managed:* Behaviours of concern that impact safety or wellbeing are handled by the school executive team.

Corrective responses by teachers may include:

- Rule reminders
- Redirecting with choices or correcting errors
- Prompts and reteaching
- Seat changes or redirection in play
- Conferences, detention, reflection, and restorative practices
- Communication with parents/carers.



	Prevention	Early Intervention	Targeted Intervention	Individual Intervention
Typical Behaviour		Defiance, disruption, partial truancy, lack of application	Ongoing defiance, disruption and inappropriate behaviour	Aggressive, dangerous and persistent behaviour
Best Practice at THS	<ul style="list-style-type: none"> • Quality Teaching – positive classroom environment, engaging curriculum, responsive programming, quality instruction • Quality Relationships – staff know their students and how they learn • Trauma Informed Practice – read student body language, private conversations, body positioning, eye contact, calm voice, options, take up time, restorative practice guided by staff 			
Proactive Strategies	Sound classroom management PL for staff	CRT Restorative practice Accommodations/adjustments	HT Restorative practice	DP Restorative practice LST referral
Educational Strategies	YA Lessons (targeted/planned) PBL Lessons(targeted/planned)	CRT explicit teaching of behaviour	HT explicit teaching of behaviour	DP explicit teaching of behaviour
Support Strategies	Positive School Climate and Culture Social-Emotional Learning (SEL) Program Clear Behavioural Expectations	YA intervention(s) Goal setting & monitoring	Breakfast Club AEO/Cultural Room access SSO/HTWB/YA/DTM support Identified student mentor SLSO in class support	Time out card PDE, flexible timetable Work experience/transition Big Picture Academy Access request/IFS
Management Strategies	Structured Routines and Predictability Proactive, Positive behaviour Management	CRT Parent/carer engagement	HT Parent/carer engagement Senior class placement LST referral	DP Parent/carer engagement DP case management Weekly/daily check-in
Assessment Measures		YA Progress Report	LaST lesson observations	FBA/YARC/PAT
Monitoring Systems		Support (green) card Attendance (blue) card	Faculty monitoring card ITD Meetings Social-Emotional Support	Level 3 (orange) monitoring Level 4 (red) monitoring
Support Plans			PLP/ILP/OoHC YA Attendance Improvement	Risk Assessment TAR3/TECA
Internal Group Intervention			LaST withdrawal intervention Mindfulness Group Cultural Group(s) TALC P5 programs	
Internal Individual Intervention				School counsellor referral Youth worker HNE

<p>External Group Intervention</p>			<p>PCYC Top Blokes</p>	
<p>External Individual Intervention</p>			<p>Jupiter referral</p>	<p>Team Around School referral HSLO referral Specialist allied health</p>

Responses to serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices (listed below)
- liaise with [Team Around a School](#) for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) apply to all NSW public schools.

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](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Review dates

Last review date: 2023

Next review date: 2025

Tomaree High School

Bullying Response Flowchart 2025

The following flowchart explains the actions Tomaree High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

First report: Listen
<ul style="list-style-type: none">• Provide a safe, quiet space to talk and reassure the student that you will listen to them• Let them share their experience and feelings without interruption• As a mandatory reporter, if you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self)
Step 1: Document
<p>Ask the student for examples they have of the alleged</p> <ul style="list-style-type: none">• bullying (e.g. hand written notes or screenshots)• Write a record of your communication with the student and check with the student to ensure you have the facts correct• Enter the record in Behaviour / wellbeing on Millennium• Notify school executive of incident (if required) in line with behaviour management flowchart
Step 2: Collect
<ul style="list-style-type: none">• Gather additional information from other students, staff or others• Review any previous reports or records for students involved• Clarify information with student and check on their wellbeing
Step 3: Discuss
<ul style="list-style-type: none">• Document the plan of action in Behaviour / wellbeing on Millennium• Document the plan of action in Behaviour / wellbeing on Millennium• Seek assistance from THS wellbeing staff if needed e.g. SSO, School Counsellor
Step 5: Review
<ul style="list-style-type: none">• check in with student• Record notes of follow-up meetings in Behaviour / wellbeing on Millennium• Refer matter to the Learning and Support Team if the situation is not resolved• EAPS and Incident hotline if required