

TEMORA HIGH SCHOOL



A prevention-focused strategy built on the foundations of high expectation relationships.

Our Responsibilities

When you enter the gates of Temora High School you agree to fulfill your responsibilities. Your personal circumstances must not impact the teaching, learning or wellbeing of others. Please seek and accept support if needed.

All	Staff	Students	Parents/Carers
<ul style="list-style-type: none"> • Advocate for our school. • Build and maintain rapport with all members of the school community. • Use manners and appropriate language. • Arrive to classes and meetings on time. • Own your behaviour (restorative approach) – acknowledge, apologise, reflect, and improve. • Demonstrate school pride. • Celebrate success. • Celebrate diversity. • Respect other's boundaries. • Report bullying, and cyberbullying (see over page)*. • Report anti-social behaviour. 	<p>Teaching Staff</p> <ul style="list-style-type: none"> • Know students and how they learn. • Know the content and how to teach it. • Plan for and implement effective teaching and learning. • Create and maintain supportive and safe learning environments. • Assess, provide feedback and report on student learning. • Engage in professional learning. • Engage professionally with colleagues, parents/carers and the community. <p>Non-Teaching Staff</p> <ul style="list-style-type: none"> • Engage in professional learning. • Provide assistance with: <ul style="list-style-type: none"> - school routines, - classroom activities, - operating and maintaining classroom and office equipment, - issue learning materials with the support of the classroom teacher, - the care and management of students with disabilities and additional learning and support needs, - administration. 	<ul style="list-style-type: none"> • Adhere to the NSW DoE Behaviour Code for Students • Attend school every day. • Wear correct uniform. • Be in the right place, at the right time. • Devices off and locked away in bags during the day. • Complete set tasks in a timely manner and attempt extension activities. • Accept and use feedback effectively to improve work. • Be organised – enter the classroom with the required equipment and prepared proactively for learning. • Persevere – attempt challenging situations willingly and use initiative to try different strategies to overcome challenges. • Build positive relationships – speak respectfully and listen when others are speaking. Show empathy to teacher and students. • Respect learning environment – use equipment for the correct and intended purpose and contribute actively to a safe learning environment. • Be self-directed – ask questions for clarification where necessary and reflect meaningfully on your learning. • Work collaboratively – take turns when contributing and show leadership in group situations. 	<ul style="list-style-type: none"> • Work in partnership with the school to support your child to behave positively and respectfully. • When resolving issues about your child's behaviour, communicate with school staff and the school community respectfully and collaboratively as consistent with the School Community Charter. • Understand the education goals and aspirations of your child (academic, social, wellbeing or beyond). • Find ways to reinforce learning at home by engaging with your child's interests and what they are learning at school. • Work together with educators and staff to support your child's development, for example attending student-parent/carer-teacher opportunities. • Respectfully share compliments, feedback or suggestions through the school or other channels of feedback, for example: Monthly P&C Meetings (in absence) or Parent/Carer Forums – once per term.

Our responsibilities to incidents of bullying, including cyberbullying

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

Reporting bullying	Responding to reports of bullying
<p>Reports of student bullying can be made to any staff member at a school.</p> <p>Students may report bullying in a way they feel most comfortable. This may include making a verbal or written report (including email) to the office or any staff member.</p> <p>A teacher or school executive staff (such as the principal, deputy principal or head teacher) at the school will address the reported bullying in a timely manner.</p> <p>If a student, parent or carer believes a matter is not being dealt with effectively, they can refer the matter to the school's principal for resolution.</p>	<p>Not all disagreements or conflict are bullying, therefore it is important to review reported incidents to determine the nature of the conflict.</p> <p>If bullying has occurred, the school community is committed to resolving the incident positively through initiatives and strategies that promote positive student relationships and discourage bullying behaviours.</p> <p>THS students are encouraged to be upstanders when incidents of bullying occur. This is a powerful strategy to reduce and prevent bullying.</p> <p>See 'Our Responses' for further information about how bullying incidents are managed at Temora High School.</p>

All staff at Temora High School:

- support the school in maintaining a safe, inclusive and supportive learning environment
- model and promote appropriate relationships and behaviours
- promote a positive school climate which includes respectful relationships and where bullying is not acceptable
- support students to identify, report and respond to bullying at school and online
- manage reports of bullying and escalate matters to the principal when necessary.

Our Routines

Routines will be taught, practised, and consistently reinforced to enable optimal environments. By following routines, students increasingly become more independent and socially competent, and have a greater sense of security. The aim of teaching routines is for students to become self-managing, with less need for adult prompting and assistance over time.

Classroom

- Line up outside the classroom.
- Equipment out at the start of the lesson.
- Teacher-led check in.
- Hats and beanies are for the playground – no hoods anywhere.
- Wait to be dismissed.
- Eat only at break times.

Playground

- Place rubbish in the bins provided.
- Use toilets for their intended purpose.
- Say please and thank you.
- When the warning bell rings, make sure you have eaten, gone to the toilet and filled your drink bottle up.

Public

- Be respectful to other people's property.
- Leave an area the same as, or better than, you found it.

Our Supports

It is the responsibility of all students to maintain a safe and respectful learning environment. To support this, Temora High School applies the care continuum. The care continuum is a whole-school, prevention-focused, and positive approach to behaviour support that meets the needs of all students. The care continuum includes interventions for all students, some students and few students.

Some students who are at risk of developing negative behaviours will be provided early intervention and targeted support. A few students with complex and challenging behaviours receive support through supplementary, individual interventions. The Learning and Support Team meet once a week to share information, discuss appropriate supports and case manage identified students.

All Students		
All Years	<ul style="list-style-type: none"> • Aboriginal Education Team • Anti-Bullying Education • Anti-Racism Education • ANZAC Day Assembly • Boys Advisor • Breakfast Club • Career Support • Celebration Assemblies • Class Award • Clean Up Australia Day 	<ul style="list-style-type: none"> • Fly-in Room • Fruit Bowls • Girls Advisor • Homework Club • LGBT+ Team • Lunchtime Activities • Monday Morning Assembly • NAIDOC Week • Sorry Day Assembly
Year 6	Transition Taster Lessons	
Year 7	Anti-bullying Program, Literacy and Numeracy Support, Respectful Relationship Program	
Year 8	Anti Bullying Program, Literacy and Numeracy Support, Respectful Relationship Program, Teen Mental Health First Aid	
Year 9	Respectful Relationship Program	
Year 10	Careers Expo, Emotional Intelligence Program, Financial Planning, Respectful Relationship Program, Road Safety, TAFE Open Day, University Visits	
Year 11	Driver Awareness, Emotional Intelligence Program, Road Safety, Study Habits, Teacher Mentor, Teen Mental Health First Aid, University Presentations, University Visits	
Year 12	Adulting 101, Road Safety, Study Habits, Teacher Mentor, University Presentations and Visits	
Some Students	Few Students	
<ul style="list-style-type: none"> • Adjustment Plan • Hands on Learning • Individual Education Plan • Mentoring • Monitoring Cards • Parent/Carer Contact • Raise Mentoring • School Counsellor • SLSO • Special Provisions • Student Support Officer (SSO) • Supported Transition (Year 6 into 7) • Temora Community Centre • Timeout Card • Year Advisor Check-in 	<ul style="list-style-type: none"> • Anti-Bullying Education (individualised) • Anti-Racism Education (individualised) • Behaviour Response Plan • Behaviour Specialist • Boys to Men Home Group • Child, Youth and Family Support Worker • Complex Case Team • Drug and Alcohol Program (individualised) • External Agency Support • Feeling Fantastic Program • Functional Behaviour Assessment • Individual Behaviour Support Plan • Interagency Meetings • Learning and Wellbeing Officer • Managing the Bull Program (victim of bullying) • Network Specialist Facilitator • RAGE Program • Risk Assessment • Wrap-Around Meeting 	

Our Opportunities and Rewards

Temora High School recognises student resilience, learning, growth and achievement through the awarding of merits. All staff can award students merits for either classroom learning or positive behaviours. Students are also celebrated routinely through Celebration Assemblies, which occur once per term, as well as the Annual Presentation Assembly.

To participate in extra-curricular activities, including sport and creative and performing arts opportunities, students must: have satisfactory attendance; regularly wear school uniform; participate in classroom activities; complete assessment tasks; and behave appropriately in the classroom and playground.

As part of Temora High School's implementation of the High Potential and Gifted Education Policy, we promote engagement and challenge for every student across intellectual, creative, socio-emotional and physical domains of potential.

Examples of opportunities provided include:

Intellectual	Creative
<ul style="list-style-type: none"> • Academic Competitions • Aurora College • Chess Club and Competitions • Da Vinci Decathlon • Debating • Science and Engineering Challenge • Scientific Inquiry Program • University Programs (for example Biotech Futures, Quantum Leaps) • Virtual Stem Academy 	<ul style="list-style-type: none"> • Dramatic Minds Festival • Riverina Dance Programs (incl. Dance Festival) • Riverina Drama Camp • Riverina Choral Group • State Dance Ensemble • State Drama Camp • School Spectacular • Temora's Got Talent • THS Dance Ensemble • THS Drama Ensemble • THS Musical • THS School Band/s • THS Vocal Group
Socio-emotional	Physical
<ul style="list-style-type: none"> • Peer Mentors to Primary School Students • School Captains and Prefects • Sports House Leaders • Student Representative Council • Youth Leadership Development Programs (for example ReRoc, GRIP) 	<ul style="list-style-type: none"> • Canola Cup • Riverina Representation (Individual and Team) • CHS and State Representation (Individual and Team) • School Representation (Individual and Team) • Zone Representation (Individual and Team)

Major Excursions include:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Year 7 Orientation Camp • Year 11 Life Ready Camp • Year 12 University of Wollongong Discovery Day 	<ul style="list-style-type: none"> • Years 9-12 Major Sporting Event Trip (PASS, PDHPE, Sports Coaching classes) 	<ul style="list-style-type: none"> • Year 9 Adventure Camp • Year 12 Senior Sneak • Years 9-11 Darwin Safari (every 3 years) 	<ul style="list-style-type: none"> • Year 8 Day Excursion • Year 10 Day Excursion

Our Responses

A firm and fair response will be delivered for disruption to the learning and wellbeing of others, as well as any behaviour that seriously impacts the safety of others. Any harm caused will result in consequences and must be restored. A Deputy Principal or the Principal may ask a parent/carer to pick up their child from school if they are not able to fulfill their responsibilities and refuse to accept support or the alternate activity. This is to assist the student avoid suspension.

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.

Classroom behaviours		Other behaviours seriously impacting the safety of others*
Class Teacher	Head Teacher	Any member of staff
<ul style="list-style-type: none"> • Check-in with student. • Redirect student. • Ask student to move seats. • Ask student to wait outside the classroom in view of the teacher so the teacher can have a restorative conversation. • Ask student to come back at break time to restore situation. • Support goal setting and reflection opportunities. • If the behaviours continue to impact on the learning or wellbeing of other people, send student to HT, with work where possible. • If a student is sent to the Head Teacher, the classroom teacher will record the behaviours on Sentral, focusing on the initial problematic behaviour. • Parents/carers should be contacted. 	<ul style="list-style-type: none"> • Offer and supervise a space for timeout. • Facilitate restorative conversation with class teacher and student. • Senior class withdrawal to work on classwork and goal setting. Record on Sentral. • Facilitate meeting with student, parent/carer and teacher for repeated issues. Record on Sentral. • Referral made to Learning and Support Team for ongoing support. 	<p><i>*Including bullying and cyberbullying</i></p> <ul style="list-style-type: none"> • Manage incident to ensure immediate safety of others. • Send or call for assistance from head teacher and/or a deputy principal. • Record the details of the incident and/or behaviours on Sentral. • Make appropriate reports, which may include the Incident Report Line.

Deputy Principal / Principal

Actions	Can Suspend	Immediate Suspension
<ul style="list-style-type: none"> • Collect written statements, if required. • Facilitate restorative conversations, if appropriate. • Refer students to internal and external services. • Liaise with Team Around a School to implement required safety measures, e.g. Risk Assessment, Behaviour Management Plan, etc. • Communicate with parent/carers. • Formal caution. • Suspension. • Record Daily Actions. 	<p>Principals can suspend a student engaging in behaviour/s of concern on grounds that could include but are not limited to:</p> <ul style="list-style-type: none"> • continued/persistent disobedience and/or disruptive behaviour, • malicious damage to or theft of property, • verbal abuse, • bullying and cyberbullying, • misuse of technology, • discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity. 	<p>Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:</p> <ul style="list-style-type: none"> • being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes, • being in possession of, uses or supplies a suspected, illegal/restricted substance, • being in possession of, or using weapons including knives and firearms, • using an implement as a weapon, • seriously threatening or engaging in physically violent behaviour, • engaging in serious criminal behaviour related to the school, • engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.

Our Responses cont.

Return from Suspension Program

Students may be suspended up to 10 days. However, if the number of consecutive school days is insufficient to implement appropriate supports for the student, the principal can extend the suspension for up to 5 additional school days. In serious circumstances, and if additional system support and resources are still required to be put in place, a principal can consider further periods of 5-day extensions, in consultation with the Director, Educational Leadership, with each 5-day period to be reviewed.

A student that is suspended may have to participate in Temora High School’s Return from Suspension Program. This program is designed to assist students return to school successfully and reduce their chances of reoffending. Prior to entering the program, the student and parent/carer need to attend a meeting with the Principal or a Deputy Principal to resolve the suspension. The student must successfully graduate the Return from Suspension Program to attend their regular timetabled periods.

Below is a model of how the **Return from Suspension Program** may be structured:

Wednesday	Thursday	Friday
Minimal Supervision BS	Minimal Supervision BS	Minimal Supervision BS
Check-in 8:50am – 9:00am	TRP 8:50am – 9:20am	TRP 8:50am – 9:20am
Focus + Restoration Plan 9:00am – 10:00am	Fitness 9:20am – 10:20am	Fitness 9:20am – 10:20am
Classwork Catchup 10:00am to 10:30am	Classwork Catchup 10:20am to 10:50am	Classwork Catchup 10:20am to 10:50am
Break 1 10:30am to 11:00am Kasey’s Corner	Break 1 10:50am to 11:20am Kasey’s Corner	Break 1 10:50am to 11:20am Kasey’s Corner
Classwork Catchup 11:00am to 12:00pm	Classwork Catchup 11:20am to 12:20pm	Classwork Catchup 11:20am to 12:20pm
Home 12:00pm	School Volunteering 12:20pm to 1:20pm	School Volunteering 12:20pm to 1:20pm
	Break 2 1:20pm to 1:50pm Kasey’s Corner	Break 2 1:20pm to 1:50pm Kasey’s Corner
	Classwork Catchup 1:50pm to 2:50pm	Classwork Catchup 1:50pm to 2:50pm
	Reflection 2:50pm to 3:20pm	Reflection 2:50pm to 3:20pm

Note: Students may be provided additional education around specific behaviours as part of the return from suspension program.

Resources

The NSW Department of Education **Student Behaviour policy** and **Suspension and Expulsion procedures** apply to all NSW public schools.

- The **Student Behaviour policy** can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>
- The **Suspension and Expulsion procedures** can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-06>

The **Australian Professional Standards for Teachers** can be found at <https://www.nsw.gov.au/sites/default/files/2023-01/Australian-Professional-Standards-for-Teachers-teacher-accreditation.pdf>

The **Behaviour Code for Students** can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>.

The **School Community Charter** can be found at <https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf>

Consultation

This policy has been developed in partnership with staff, students, parents, and carers to ensure a shared approach to student behaviour and wellbeing. The most recent consultation with the parent and carer community took place on 10 December 2024 at the Parent/Carer Forum.