Lucas Heights Community School
School Behaviour Support and Management Plan

Overview

Lucas Heights Community 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 our whole school values system, Tune in Tuesdays, Resilience Project, All Shades of Deadly, School Values Initiatives, Sport, Senior Success and First Nations Wellbeing Hub programs.

Promoting and reinforcing positive student behaviour and school-wide expectations

Lucas Heights Community School is committed to creating a positive and safe learning environment for all students. Our behaviour policy is designed to promote and reinforce positive behaviour and school-wide expectations based on our core values of respect, responsibility and active learning. To achieve this, we have implemented a range of programs and strategies that focus on prevention, early intervention, targeted intervention, and individual intervention.

Our prevention programs include our school wide values and acknowledgement system, Anti-Bullying program, school values are taught and teachers conduct classroom discussions and school-wide assemblies. We provide early intervention through our Wellbeing teams, which include a school counsellor, learning support teacher, and Student Support Officer. These professionals work closely with classroom teachers to identify and support students who may require additional support academically, socially, or emotionally. Our targeted programs include workshops on topics such as cyber safety, anti-bullying, and social-emotional learning. For students who require more targeted intervention, we offer a range of programs such as the school's mentoring and Peer Support programs, RAISE, restorative circles and My Strengths. We also have a 'Student Leadership Program' which provides opportunities for students to develop their leadership and teamwork skills, and to promote positive behaviour amongst their peers.

Finally, for students who require individual interventions, we have a range of personalised programs such as one-on-one counselling, mentoring and behaviour monitoring and goal-oriented plans. These programs are tailored to the individual needs of each student, are developed in consultation with key stakeholders and are designed to provide additional support to help them reach their full potential.

Overall, Lucas Heights Community School is committed to promoting positive behaviour and school-wide expectations through a range of preventative, early intervention, targeted intervention, and individual intervention programs. We believe that by fostering a positive and safe learning environment, all students can connect, succeed and thrive at school.

Lucas Heights Community School has the following school-wide rules and expectations:

LHCS

School Values

Playground

RESPECT
- Put your rubbish in the bin
- Treat your peers with kindness
- Follow teacher instructions
- Be inclusive of others

RESPONSIBILITY
- Stay in bounds - right place, right time
- Move around safely
- Take care of your play environment and equipment
- Be sun safe- no hat, COLA play

ACTIVE LEARNING
- Be fair on the field
- Cooperate with others
- Display positive citizenship
- Move to class on time

Lucas Heights Community School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- K-12 Merit Award System
- House Points and Tokens System
- School Values Initiatives
- The Resilience Project
- Reflection Room
- Monitoring Cards
- Bounce Back Program
- Restorative Circles
- Detention

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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
K-12			
Prevention	-Values Systems -Resilience Project -High Expectations -Communication Systems -Attendance Monitoring Procedures -Anti-Bullying Policy -Common Language -Quality Teaching Practices (Evidence-based classroom management) -Collaboration Project -Professional Learning -Restorative Practices -First Nations Wellbeing Hub -Social & Emotional Learning - School Therapy Dog - Recognition of positive behaviour -Recognition of 95+ attendnace for all students k-12	The school promotes universal prevention strategies through a whole school values system with common language and a reward system for positive reinforcement. Discipline systems and remediations are underpinned by the values. Student safety and engagement is supported through best practice attendance monitoring procedures and consistent communication with parents/carers. LHCS promotes and supports inclusivity, self-efficacy and engagement through our First Nations Wellbeing Hub, Anti-bullying policy, restorative practice as well as evidence informed practice in the classroom. Student connection has been furthered since 2022 with the utilisation of the school's therapy dog, River Students recieve merit certificates and special awards at assemblies weekly. Recognition.assemblies are ran once per term	Students K-12
Early Intervention	-Personalised Learning through LST -Curriculum Links -Peer Mentoring	Whole school systems for early intervention include data-informed personalised learning and	Students K-12 Parents and Carers

Care Continuum	Strategy or Program	Details	Audience
	-Restorative Circle -Police Liaison Officer -Attendance Monitoring Communications -Social Stories -School Therapy Dog -First Nations Wellbeing Hub -Analysis of Wellbeing and Learning Data -Wellbeing and Learning Support Team Meetings -Meeting with staff and parents to provide advice and discuss student needs.	analysis of Wellbeing data to address need. Fortnightly Learning Support and Wellbeing Team meetings provide the opportunity for communication and implementation of strategies for students requiring intervention in their learning or wellbeing. Early intervention strategies and programs are evaluated and refined regularly to ensure best practice and efficacy. Peer mentoring and restorative circles are facilitated by specialist staff and are drawn upon to remediate wellbeing needs for students as they arise and are a highly effective early intervention practice.	
Targeted Intervention	-Personalised Learning and Support Plans -Monitoring Cards - Strategic Professional Learning -LST Observations to inform practice -Head Teacher/Supervisor Check -ins -SLSO Playground and Classroom Support -Peer Mediation -Restorative Circles -Transition Programs -Personalised Learning and Support Plans -Learning and Support Teams recommend targeted interventions for referred students. -Aboriginal Education Officer -NDIS Connection Desk - Strategic referrals through the wellbeing team including SS and School Psychologist	Whole school strategies for targeted interventions include bespoke programs for key transition points from K-12 with a focus on connection. The Wellbeing and Learning Support Teams conduct regular check ins with at risk students and those requiring additional support. Sentral Wellbeing is harnessed to disseminate personalised learning and support strategies and communications for students requiring targeted interventions to best practice and the most efficacious supports are administered. A variety of student groups are supported through the Aboriginal Education Officer, local youth project services, the NDIS connection desk and teacher run groups to encourage connection and sense of belonging for students requiring additional interventions.	Students K-12 identified through Learning and Support Team recommendations. Parents and Carers

Care Continuum	Strategy or Program	Details	Audience
		Staff continue to build capacity through ongoing and strategic professional learning. Staff refer students according to the Stepped Care model, with HTWB and Senior Executive triaging to key personnel through a confidential Google Form. Two-way feedback, where appropriate, is enacted from our counselling service to ensure wraparound support measures are in place at the point of need.	
Individual Intervention	-Personalised Learning and Support Plans -Student Behaviour Support Plan -Health Care and Medical Plans -Behaviour Support Plans - Integration Funding Support - Student voice - Access request for alternative placements -Return from suspension meetings -Partial attendance plans -Team Around the School request for support - Learning and Support Team conduct assessments and implement strategies to support students. -Collaboration on the development of plans with parents. -Transition programs -Access to non government agencies and professionals -NDIS Connection Desk - Complex Case meetings in partnership with Delivery Support	Student and parent agency is enhanced through a case management approach, with key Delivery Support personnel advising on supportive pathways for curriculum and wellbeing. Expectations for parents and carers to engage with the school around their child's learning and wellbeing is facilitated through case meetings where appropriate to collaborate on management strategies such as student monitoring cards, restorative practices, learning support accommodations and adjustments, mainstream integration and reverse integration opportunities for students with a disability, access requests for more appropriate placements and class placements. Students are continually supported through this two-way communication and their own agency facilitated through student voice in these meetings and through case management with the wellbeing and learning support teams. Parents and carers are involved in the development of personalised learning plans, pathways and transition programs, underpinned by advice through the Team Around a School.	Students K-12 identified through Learning and Support Team recommendations. Parents and Carers

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Care Continuum	Strategy or Program	Details	Audience
		The School Community Charter underpins communication with our parents and community to ensure the best interests of students are placed at the centre of decision-making and implementation of management strategies.	

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Detention and/or conference (Classroom/Staffroom)	Time is based on age, ability and circumstance. Students are provided with time to have lunch and or recess, minimum 10 minutes.	K-12 teaching staff and executive	Sentral Teacher Diary
Reflection Room (Classroom)	Time is based on age, ability and circumstance. Students are provided with time to have lunch and or recess, minimum 10 minutes.	Executive	Sentral
Restorative Practices	When a situation occurs that requires remediation, teachers use restorative practices framework to assist students to problem solve.	Staff K-12 School Counsellors	Sentral Teacher Diary

Partnership with parents/carers

Lucas Heights Community School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by communicating and consulting at P&C meetings.

Lucas Heights Community School will communicate these expectations to parents/carers by communicating the LHCS School Behaviour Support and Management Plan at P&C Meetings, Meet the Teacher events, Whole School Assemblies and online communication including the LHCS website, School Bytes, LHCS Facebook and parent emails.

School Anti-bullying Plan

Please refer to the attached link for our school's Anti-Bullying Plan - Lucas Heights Community School Anti-Bullying Plan

Refer to the Bullying of Students – Prevention and Response Policy and Anti-bullying Plan.

Reviewing dates

Last review date: 4th February 2025

Next review date: 4th February 2026

LUCAS HEIGHTS COMMUNITY SCHOOL
Student Support Referral

STUDENT FULL NAME: _____ **CLASS/YEAR:** _____ **DATE:**_____

REFERRING TEACHER: _____ **FACULTY:** _____ **SUBJECT/COURSE:** _____

REASON FOR REFERRAL: (Please tick)

☐ Academic ☐ Behaviour ☐ Emotional ☐ Welfare ☐ Physical ☐ Social ☐ Family ☐ EALD

☐ Hearing ☐ Vision ☐ Language ☐ High achiever (GAT) ☐ Medical ☐ Special Provisions

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STRATEGIES AND INTERVENTIONS: Strategies already attempted to overcome difficulty: Please tick and add others if not listed. **Provide brief details of concern and/or observations**
_____
_____

Contacted parents ☐ Adjustments made to teaching, learning and assessment ☐ Sentral entries

Faculty card ☐ Detention ☐ Smiley Letters ☐ Rewards ☐ Head Teacher interventions ☐ Other
_____

TEACHER REPORT: Please indicate the areas this student is showing difficulties with by ticking the appropriate boxes. Add any relevant comments in the spaces provided.

LEARNING:

☐ Reading independently ☐ Reading aloud ☐ Writing ☐ Copying from the board
☐ Comprehension ☐ Speaking ☐ Listening ☐ Following instructions
☐ Staying on task ☐ Completing tasks ☐ Completing HW ☐ Answering questions
☐ Asking questions ☐ Participating in discussions ☐ Retaining information
Comments: _____
_____

BEHAVIOUR:

☐ Leaves seat ☐ Calling out ☐ Talking ☐ Throwing objects
☐ Easily distracted ☐ Distracts others ☐ Touches others ☐ Fighting
☐ Swinging on chair ☐ Swearing ☐ Moody ☐ Lacks anger control
☐ Usually late ☐ Teases/harasses ☐ Does not bring equipment
Comments: _____
_____

SOCIAL SKILLS:

☐ Shouts ☐ Does not hold eye contact ☐ Inappropriate posture
☐ Poor hygiene ☐ Appears tired or listless ☐ Can't read body language
☐ Poor attention skills ☐ Inappropriate humour ☐ Fidgets continually
☐ Continually argues ☐ Has difficulty with sequence
Comments: _____
_____

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WHAT DO YOU WANT TO ACHIEVE FROM THIS REFERRAL?

_____

_____

_____

QUICK REVIEW: (Please tick boxes)

	Yes	No
Does the student know that you are making a referral?	☐	☐
Does the parent/carer know you are making a referral?	☐	☐
Does the Year Advisor know you are making the referral?	☐	☐
Would you like to attend a LST meeting to discuss the referral?	☐	☐

ADDITIONAL COMMENTS:

_____

_____

_____

_____

TEACHER SIGNATURE: _____ DATE: _____

HEAD TEACHER SIGNATURE: _____ DATE: _____

Wellbeing self-referral form

B *I* <u>U</u> ⊖ X̶

Please use this form if you wish to see the School Counsellor, Jeff or your YA for additional wellbeing support.

This form is automatically collecting emails from all respondents. Change settings

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Who would you like to see? *

○ Year Adviser

○ School Counsellor/Psychologist

○ Student Support Officer (Jeff)

What is the wellbeing related reason for wanting to see this person? *

Long answer text

What strategies have you tried already to support your wellbeing? *

☐ Breathing exercise (e.g. take 3 deep breaths, or use an app like Calm or Smiling Mind)

☐ Ask the teacher for help (if anxious about not understanding work/feeling behind)

☐ Use a stress ball or fidget item

☐ Ask for a time out or brain break

☐ Draw or colour in an image for 5 minutes

☐ No strategies tried yet

☐ Other...

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Overview
At Lucas Heights Community School, our core values of **Active Learning, Responsibility, and Respect** are the foundation of everything we do. These values guide our approach to teaching, learning, and our broader school community. We believe that by embedding these values into the everyday life of our school, we create an environment where students are empowered to thrive academically, socially, and emotionally. Our values program aims to foster a positive school culture, develop responsible citizens, and promote lifelong learning.

Week 1: Active Learning – What is Active Learning?

Objective: Introduce students to the concept of active learning and its importance in the learning process.

Week 2: Active Learning – The Power of Questions

Objective: Encourage students to ask questions as a part of their learning.

Week 3: Responsibility – What Does Responsibility Mean?

Objective: Introduce students to the concept of responsibility, both for their actions and their learning.

Week 4: Responsibility – Taking Ownership of Learning

Objective: Focus on personal responsibility in the learning process.

Week 5: Respect – Understanding Respect

Objective: Introduce the idea of respect for oneself, others, and the environment.

Week 6: Respect – Respecting Differences

Objective: Foster understanding and acceptance of diversity among students.

Week 7: Active Learning – Learning Through Collaboration

Objective: Highlight the importance of collaboration in active learning.

Week 8: Responsibility – Being Accountable for Our Actions

Objective: Focus on accountability and how it relates to responsibility.

Week 9: Respect – Showing Respect in Communication

Objective: Teach students respectful communication skills.

Week 10: Integration of Values – Reflecting on Active Learning, Responsibility, and Respect

Objective: Integrate the three values and reflect on how they've applied throughout the term.