

Overview

The Hills Sports High School (THSHS) is committed to cultivating a culture of high expectations, and the explicit teaching and modelling of positive behaviours and values that maximise student agency, accountability and aspiration.

Our goal is to develop the capability of students to always make positive and supportive behaviour choices. Students will be empowered to value their own learning and work collaboratively to build safe and supportive environments.

Currently, the school implements the Positive Behaviour for Learning (PBL) program promoting the core values of Safety, Tolerance, Achievement and Respect (STAR) with a view to launch a revised set of values, after extensive consultation within our school community. This will happen from the start of 2025.

The school is committed to fostering a team approach, led by the school's Senior Executive team, to ensure that all staff are building capacity to provide expert support for the behaviour development of all students.

Partnership with parents and carers

The Hills Sports 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, including Tell Them From Me Surveys, parent forums in 2025, tri-annual Sports High School surveys, termly consultation with the school's Parent group and our local AECG
- establishing and strengthening clear and consistent communication practices via our school website and by the promotion of expectations via social media platforms
- using concerns raised through complaints procedures to review school systems and procedures, data and practices
- engage parents as participants in the support structures to ensure that pedagogical processes for behaviour extend beyond the school environment into the student's broader community.

Safety	Respect	Achievement
Act safely	Be considerate	Work towards your personal best
Behave safely when travelling to and from school	Look after our school & keep it clean	Celebrate the achievements of others
Behave in a way that promotes community safety	Follow staff instructions	Set and work towards clear goals
Behave in way that promotes personal safety	Be polite and respectful	

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.

[Positive Behaviour Support - Consistent and Fair Consequences.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>. 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
Prevention	Positive Behaviour for Learning (PBL)	Students take part in explicit PBL lessons upon enrolment at the school.	All students, Year 7-12, staff and families
Prevention	Peer Support Program	Year 11 students will provide structured support on a weekly for new Year 7 students	Year 7
Prevention	Trauma-informed practices	The wellbeing team including the SSO provide targeted support	All students, Year 7-12, staff and families
Prevention	Anti-racism policy	Schools' implementation of Anti-racism policy in response to the Department's Anti-Racism Strategy 24-35. Staff to continue PL in relation to this.	Staff
Prevention/Individual intervention	Rock and Water	Identified students participate in the program under the guidance of the SSO	Students across 7-12
Prevention/Individual intervention	Managing the bull	Identified students participate in the program under the guidance of the SSO	Students across 7-12

Care Continuum	Strategy or Program	Details	Audience
Prevention/Individual intervention	RAISE program	Identified students participate in the program under the guidance of the SSO	Students across 7-12
Prevention / Early intervention	Student support officer (SSO)	Supports the implementation of the school's approach to wellbeing.	Student 7 - 12
Prevention	PDHPE Curriculum	Tailored programming to meet the data identified needs of students at the school	Students, Year 7-10
Prevention	THSHS Wellbeing Policy	Provides guided and structured support processes for student wellbeing	All students, Year 7-12, staff and families
Prevention	Diversity Celebration	Annual concert to celebrate and recognise the range of cultures in the school	Students Year 7-12, staff
Prevention	Year 6-7 Parent/Student Transition Interviews	Teachers individually interview each incoming student to gather information to support the needs of enrolling students	Incoming Year 7 students
Prevention	Year 10-11 interviews	Interviews to ensure informed and relevant subject choices are made and expectations for Stage 6 are clarified	Year 10 students
Prevention	Talented Sport Program Student Contract	Expectations of behaviour and participation are clarified	TSP students
Prevention/Early Intervention/Targeted intervention	Australian e-Safety Commissioner Toolkit for Schools	Used to manage complex online cases and used in the programming for PDHPE	All students
Prevention/Early Intervention/Targeted intervention	THSHS Anti-bullying Plan	Published on the website and covers a range of strategies to promote upstander behaviour	All students
Early intervention	Nathan Katz workshop	Workshop to build resilience among the student body	Year 10-11
Early intervention	Wellbeing lessons	Bespoke lessons based on the ACARA Personal and Social Capability Program based of the analysis of school data	Year 7-10

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Breakfast Club	Three days per week to promote attendance and school connection.	All students
Early intervention	Year Advisors, TSP Mentors and Coaches	Provide points of contact and targeted support for positive behaviour choices.	All students
Early intervention/Targeted intervention	Creating chances	Develop interpersonal and leadership skills in students to develop a supportive culture across the school. Aims to increase student engagement.	7-10
Targeted intervention	Formalised Leadership programs	Student Representative Council is represented by students from Year 7-12.	SRC
Targeted intervention	Individual BSP planning and interventions	Support plans developed collaboratively with student, caregivers and external providers which are the communicated to staff and implemented at a classroom level.	Individual Students
Individual intervention	Reflective practice	Used individually to promote positive behaviour choices.	Individual students
Targeted / individual intervention	Learning and Support Teacher/s	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families

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

Identifying behaviours of concern, including bullying and cyberbullying

A school-wide approach to behaviour is fostered by all school staff through a combination of PBL and more individualised programs that target and support student behaviour. The Hills Sports High School staff will identify inappropriate behaviour, and behaviours of concern several ways:

- Direct observation
- Disclosure of information
- Concerns raised by parents, staff or other members of the community.

Students or parents can report bullying directly to the school. The senior executive or wellbeing team will then triage information, take action to support students in compliance with school policy. Students who have been bullied will be offered appropriate support, for example through our school counsellor or by the Wellbeing team.

Preventing and responding to behaviours of concern

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
The Summit Project (wellbeing lessons derived from the ACARA Personal and Social Capabilities framework) delivered to provide support for positive behaviour choices and shape positive school culture and climate.	Verbal warnings and classroom level counselling support is delivered to students.	Students engage in reflective practice activities.
Expectations are displayed across the school and reinforced by teachers.	Parents engaged for continued student support.	Faculty head teacher support for the student through parent meeting and reflection cards.
Positive behaviour choices are reinforced and supported by the merit system.	Support documented on Sentral Wellbeing.	DP intervention through Behaviour Scaffolds, Behaviour Support Plans, De-escalation Plans.

Responses to serious behaviours of concern

Investigate issue, collect statements, formal interview of student, intervention, reflection meeting.

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

Strategy	When and how long?	Who coordinates?	How are these recorded?
Alternate break plan, students are reallocated break space when in safety concerns arise. This will assist the student with reflection on behaviour choices and work towards desired behaviours	Next break	Executive	Sentral
Reflection counselling – Individual students are counselled by teachers about behaviour choices	Next break – 5 minutes	Teachers	Sentral
Peer and group mediation	ASAP	HT Wellbeing	Sentral

Review dates

Last review date: [20/12/24: Last day, Term 4, 2024)

Next review date: [Week 5, Term 1, 2025]