NSW Department of Education

Naremburn School Behaviour Support and Management Plan

Overview

Naremburn School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Naremburn School strives for excellence through high expectations and strong community connections. Every student is known, valued and cared for whilst being provided with the opportunity to maximise their potential in becoming a life-long learner and responsible citizen.

Naremburn School has developed a School Behaviour Support and Management plan that works in line with the Student Behaviour Policy and our three core values- Be respectful, Be Responsible and Be Safe.

The Naremburn School Behaviour Support and Management Plan operates as a tiered process that will support the provision of a safe. supportive and responsive learning environment and will be used in response to behaviour that may be detrimental to self, others or impacts the achievement of quality teaching and learning.

Partnership with parents and carers

Parents and carers are vital to the success of their students' engagement in the whole school program.

Communication with parents and carers is encouraged. Parents are emailed weekly with updates on how the student is managing and their academic success. Parents are also phoned and texted if there is a more urgent action required and are included in once a semester Individual Educational Planning meetings.

Naremburn School works in partnership with parents and carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies. Families are highly engaged, and we welcome this partnership as we work together to support our young people. We actively communicate with families, and welcome questions and feedback at any time. For students whose behaviour is negatively impacting others, work with parents may include Parent meetings to communicate and work in partnership to support the student. Taking proactive steps, including additional supports and adjustments where needed. Establishing clear boundaries and expectations for specific behaviours. Providing warnings about consequences for future behaviours. Requesting support at home to reinforce importance of positive behaviours. For students negatively impacted by the behaviour of others, work with parents may include Parent meetings to communicate school support. Offers of wellbeing team specialist support, e.g. School Psychologist or SSO. Considering options for increased support and supervision. Staff at Naremburn School will communicate these expectations to parents/carers by direct and timely means, usually phone or email.

Naremburn School Values and Expectations

Be Respectful	To show respect at all times to staff, fellow students and visitors, by following school rules, speaking courteously and being cooperative in all school and wider community activities.
Be Responsible	To accept responsibility for your own actions, behave safely, be considerate of others, attempt academic work and act responsibly at school and in the community.
Be Safe	To foster and develop a safe, harmonious working environment for both students and staff and make positive, informed decisions about personal safety.

NAREMBURN SCHOOL RULES

Normal rules of acceptable behaviour always apply, however; there are additional rules particular to Naremburn School.

1. If found "out of bounds" (which means anywhere students are not supposed to be at that time), re-entry to class or school will be at the discretion of the Principal or Assistant Principal.
2. Mobile phones and bags must be turned into the office upon arrival
3. A transaction of any kind, between students, is not allowed. This means any goods, foods or equipment may not pass from one student to another without permission from a staff member.
4. Suspensions due to incidents of bullying and cyber bullying, misbehaviour, verbal or physical violence will be at the discretion of the Principal.
5. No loading or downloading onto any computer files/games or programs from home or elsewhere. Nothing attached to or downloaded onto our computers will be allowed.
6. Access to any computer system, hardware or the internal structure of the computer or any of its programs is not allowed.
7. No access to emails except in the case of DEC, employment applications or Distance Education will be allowed; and these will only be with staff permission.
8. School uniform must be worn every day. Clothes should be clean, acceptable in design, intention or message and in an acceptable condition. 'Closed-in' shoes must be worn at school.
9. All people have a right to feel safe. Physical contact between students is not alolowed.
10. Students are not allowed to eat during class or drink/chew foods which the staff judge to be 'unhealthy'. This includes not being allowed to chew gum or eat lollies.
11. Students are expected to always treat property and people with respect.

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.

Whole school approach across the care continuum

Care Continuum	Strategy or Program	Details	Audience
Prevention	Positive Behaviour Interventions and supports.	Staff are proactive in their approach to behaviour management by teaching and modelling positive behaviours, setting clear expectations and providing support to students.	Every student
	Social and Emotional Learning Programs	Students are offered individual support and are also provided with explicit instruction in social and emotional skills that promote positive behaviours and mental health.	Every Student
	Zones of Regulation	Students learn to recognise their emotions and how to regulate them with support.	Every student
	Morning Program	Students are welcomed every day and have a choice of activities to engage with while staff assess the students' readiness for that day. Regulation activities are implemented based on observations.	Every Student
	Positive Reinforcement	Students are rewarded for positive behaviours, attendance and application to academic studies through the School Recognition System. Students have reward charts which enable them to earn certificates, vouchers and privileges. Positive behaviours are recognised daily as well as at a whole school meeting weekly.	Every student

Care Continuum	Strategy or Program	Details	Audience
	Therapy dog	A dog is present on the school grounds most days to help students regulate their emotions and anxiety.	Every student
	Whole School Wellness and Food Program	Students are offered mindfulness programs The school provides nutritious meals at breakfast and lunch to the students. The school has developed a partnership with Oz Harvest.	Every student
	Positive activity programs	Students are encouraged to join in physical activities including walking and various sports particularly during break times. Structured supervised activities are also provided to increase positive peer relations.	Every Student
	Interest Groups	Students are encouraged to join interest groups such as chess and gardening to encourage building positive relationships.	Every Student
	Small class sizes and quiet work spaces.	Naremburn School can provide small classes to create less stressful learning environments and positive experiences for students.	Every Student
Early intervention	Individual Education Programs	Students in collaboration with parents/ carers and staff develop a plan which includes goals for attendance, academics, behaviour, wellbeing as well as HPGE. These are reassessed each semester.	Every Student

Care Continuum	Strategy or Program	Details	Audience
	Tailored academic sessions	Classes are organised to allow students who have difficulty regulating to organise their time with breaks when needed.	Students who find it difficult to focus
	Family inclusion	Parents/carers are encouraged to have regular communication to discuss strategies to support their student.	Every Student
	Trauma informed practises	All staff are trained in trauma informed practises to be able to provide the support that students require.	Every Student
Targeted intervention	Mediation	Students learn to mange conflict to promote a positive school environment.	Students who are experiencing conflict
	TAFE programs and Work Experience	Students are able to participate in TAFE courses if suitable and are also assisted to gain Work Experience positions to build their capacity for transition into the work force.	Students working towards gaining employment
	External Agency support with targeted Programs for specific issues such as; Anti-racism, Bullying, Positive Relationships, PCYC Boxing, Drug and Alcohol	These programs provide resources for specific issues as they arise with students.	Students who would benefit from these programs

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Behaviour management Plans, Risk assessments and Risk Management Plans.	Students are assessed as they enter the school, and their risks are assessed and managed according to the documentation that has been developed. These plans are reassessed each semester or as needed.	All Students
	Academic assessments. PAT testing.	Students usually enter the school with academic deficits, and these can cause negative behaviour and anxiety issues. Assisting students to gain confidence in their academic outcomes supports them to start to learn again.	All Students
	Executive and SSO intervention	One to one support is provided to students and allows them to work through issues and build positive relationships.	Students who require support
	Referral to external agencies.	A comprehensive support network results from referring students to External Agencies with the additional expertise and resources beyond what the school can provide.	Students who require specific support
	Access to the School Counsellor.	The School Counsellor is available 2 days a week to provide support and assessment as required.	All Students

Levels of Behaviour

Examples of Low Level Behaviour	Examples of High Level Behaviour
- calling out - not following teacher instructions - inappropriate language - being disrespectful to staff and/or students - absconding/leaving class without permission - not attempting/completing work - disrupting the learning of other students - inappropriate use of technology (computer) - being in unsupervised areas/out of bounds - off task behaviour - touching the belongings of others - physical contact with others - misuse of food (throwing and wasting) - not wearing school uniform - misuse of school resources (eg. computers, balls) -phone use (being seen or being used) – Caution: Student to hand phone in to teacher or Executive staff member.	- bullying -cyberbullying -physical violence - aggressive behaviour - verbally threatening violence -verbal abuse/intimidation to staff or students (eg. swearing at) -discriminatory comments. -refusal to wear school uniform -damaging school property -absconding from class/group (out of sight) -sexualised behaviour - possession or use of illegal substance -possession or use of a weapon -transactions between students (goods/food/money) -theft -misuse of food (throwing and wasting -refusal to hand phone in (after phone - being seen or used) – Reflection.

Behaviour Management Process.

The Behaviour Management Process outlines each tier, examples of behaviours and staff responsibilities in the management process. Students will always have food and toilet breaks.
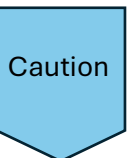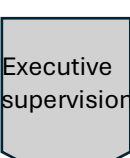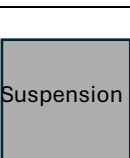
Classroom and Playground

(Warning, Caution and Timeout is per classroom session)

Management	Definition	Staff
Warning	A warning is a reminder to get back on task after displaying low level behaviour.	Teacher
Caution	A caution is for continuing to display low level behaviour and an additional reminder to get back on task.	Teacher
Time-out	A time-out is for continuing to disrupt the learning of others with low level behaviour after a caution. Class teacher to inform Assistant Principal that a student requires a time-out. The student will have a time-out in a designated area for up to 10 minutes under the supervision of an Executive. Teacher to record on compass.	Executive
Reflection	A reflection is for continuing to disrupt the learning of others after a timeout or for displaying a high level of behaviour. The student will be with an Executive for up to 30 minutes. An incident form and reflection log will be completed on Compass. Student may have time off playground and/or activity.	Executive
Executive Supervision	An Executive Supervision is for continuing to disrupt the learning of others after a reflection or for displaying a high level of behaviour. The student will be with an Executive for up to 1 day. A meeting will occur with the student to determine if time needs to be extended. An incident form will be recorded on Compass. The student may receive a 'Warning of Suspension.'	Executive
Suspension	A suspension is at the discretion of the Principal and in accordance with the Department of Education Student Behaviour Policy and Procedures	Principal

Naremburn School Behaviour Support and Management Plan Flow Chart

Warning	First verbal reminder for low level behaviour. (Teacher)
Caution	Second reminder for low level behaviour.　　(Teacher)
Time-out	Third display of low level behaviour. Up to 10 minutes in designated area under Teacher or Executive supervision.　　　　　　(Executive)
Reflection	Continued low level behaviour after Time out or High level behaviour. Student is under Executive supervision for up to 30 minutes.　　　　　(Executive)
Executive supervision	Continued low level behaviour after a reflection or High level behaviour, Student will be with Executive for up to 1 day. Student may receive a 'Warning of Suspension"　　　　　(Executive)
Suspension	At the discretion of the Principal and in accordance with the Department of Education Student Behaviour Policy and Procedures.　　　　(Executive)

Naremburn School uses a Positive Behaviour Recognition System to encourage students to engage in the programs and be recognised for positive behaviours.

Naremburn School Recognition System

Students at Naremburn School will be rewarded for demonstrating positive behaviours linked to our core values of Being Respectful, Being Responsible and Being Safe. The following table outlines the points and associated Student Award:

Number of Class Stamps/Stickers	Student Award
25 class stamps: (1 x Achievement Award)	Achievement Award (+ voucher)
75 class stamps: (3 x Achievement Award)	Assistant Principal Award
150 class stamps: (6 x Achievement Award)	Principal Award
300 class stamps: (12 x Achievement Award)	Principal's Medal

What can you do to get a Stamp and Merit Award?

Students at Naremburn School will receive Stamps and Merit Awards for following our core values of Being Respectful, Being Responsible and Being Safe.

Some examples of what students can receive Merit Awards for are:

Be Respectful	Be Responsible	Be Safe
Following staff direction	Academic excellence	Peer mediation and support
Contribution to class activities	Academic improvement	Making positive choices for self
School service/events	Consistent/sustained behaviour	Following school rules
Volunteering	Taking responsibility for actions	Asking for assistance/support
Being polite and honest	Attendance	Leaving phone in pocket/bag

Building Inclusion

Addressing and preventing racism, sexism, homophobia and other anti-social behaviours helps students to feel they are valuable members of the school community.

Introduction

Naremburn School strives to provide a safe, inclusive and welcoming learning environment for all students. There is increasing awareness in society of the harmful impacts of racism, homophobia, sexual harassment, misogyny and other forms of negative behaviour. It is therefore important to be clear and accurate when negative behaviour is reported or alleged, so that clear and impartial investigation can occur without prejudging or assuming.

Negative behaviours do occasionally occur between students in our school and all negative behaviours that come to the attention of school staff are managed in accordance with our School Behaviour Support and Management Plan (this document).

Racism

Racism in any form is unacceptable at Naremburn School. We are guided by the NSW Department of Education Anti-Racism Policy at all times. We employ multiple layers of support to foster and strengthen a culture of inclusivity and combat racism. These include ;

ARCOs - We have 2 Anti-Racism Contact Officers, who are teachers that support students who have experienced racism (and other forms of negative behaviours) or have exhibited these behaviours and need support to change their behaviour.

Student Support Officer (SSO), who delivers a structured program, covering a range of topics including inclusivity, kindness, tolerance and help-seeking

Police School Liaison and talks from external agencies Targeted: Small-group programs, including ARCO designed programs and SSO facilitated programs.

Link for parents and Carers

education.nsw.gov.au/teaching-and-learning/multicultural-education/anti-racism-education/parents-and-carers

Harassment

Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment, disability harassment or racial discrimination. For instance, sexual harassment is unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation. Sexual harassment is any verbal or physical conduct of a sexual nature which is unwelcomed or offensive. Sexual harassment does not refer to occasional compliments or common courtesies. It is not mutual attraction between people as such relationships are a private concern. Sexual harassment is unlawful under the Commonwealth Sexual Discrimination Act and Crimes Act.   There are three basic categories of sexual harassment - subtle, explicit and criminal action. None is acceptable and none is too trivial to warrant complaint.

Subtle forms of sexual harassment tend to be the most common. They include: • offensive staring and leering • suggestive comments about a person's physical appearance or sexual preference • offensive comments, jokes or gestures • questions or comments about another's sexual morality • physical contact e.g. brushing up against another's body • offensive name calling

Explicit forms of sexual harassment are easier to identify as they often involve offensive or intimidating behaviour. They include: • unwanted touching or contact, including pinching, patting, touching, embracing • repeated requests to go out with someone, especially after prior refusal • offensive jokes, comments or gestures • sexually provocative remarks • displays of sexually graphic material • requests for sexual favours.

Criminal forms of sexual harassment may include some of the above but also: • indecent exposure • sexual assault • attempted and actual rape • physically molesting a person • sending obscene letters, emails, texts or making obscene telephone calls.

School based actions to respond to harmful or negative speech - Behaviour Management Processes, School counselling service, SSO and Assistant Principal/ Principal interventions.

Support for students who identify as members or allies of the LGBTQIA+ community.

These students are able to access Individualised support including parents and external agencies where required.

Bullying and Cyber bullying.

Bullying might happen at school, at home or online. It is never acceptable, and it is not a normal part of growing up. Bullying behaviour has three key features. ● intentional misuse of power in a relationship, ● ongoing and repeated, and ● behaviours that can cause harm. This is a nationally agreed definition of bullying which all Australian schools now use.

Bullying might happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying. Bullying of any form or for any reason can have immediate and long-term effects on those involved, including bystanders.

Types of bullying behaviour There are four main types of bullying behaviour:

● physical – examples include: hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence

● verbal/written – examples include: name-calling or insulting someone about an attribute, quality or personal characteristic

● social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, and sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance

● cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Overt or covert bullying

Bullying can be easy to see and detect (overt) or hidden, subtle and hard to detect (covert). This means that we need to be alert to subtle signs of bullying and check in regularly with students. Overt bullying involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting. Covert bullying can be very difficult for someone outside of the interaction to identify. It can include hand gestures and threatening looks, whispering, excluding or turning your back on a person, and restricting where a person can sit and who they can talk with. Social bullying (spreading rumours, manipulation of relationships, excluding, isolating) is often covert bullying.

What is not bullying? All negative behaviours are unacceptable and will be addressed by staff, but not all negative behaviours are bullying. Some negative behaviours can appear to be bullying but are harassment, disagreement, isolated negative episodes, or conflict between two or more parties. Many negative behaviours result from emotions such as anger, frustration, shame, desire, embarrassment, and so-on. Single incidents of behaviour and/or conflict between relative equals, whether in person or online, are not bullying.

Some behaviours, although they might be unpleasant or distressing, are not bullying, such as:

● Mutual conflict that involves a disagreement, but not an imbalance of power, is not bullying. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation

● Single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying

● Social rejection, dislike, or changes in friendships are not bullying unless they involve deliberate and repeated attempts to cause distress, exclude or create dislike by others. Harassment is

language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment, disability harassment or racial discrimination.

Naremburn School will take action to address all negative behaviours in accordance with this School Behaviour Support and Management Plan and NSW Department of Education policies and procedures. Resources The NSW anti-bullying website (see: https://antibullying.nsw.gov.au/) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Responses to serious behaviours of concern

- Incident Management. Executive staff are notified. All staff are trained in de-escalation strategies. Staff will assess the situation and ensure safety and support students.
- Communication. All relevant parties are notified of the incident and documentation is completed and recorded in Compass. Parents/Carers are informed of the incident and the outcome.
- Students are provided with support and the Behaviour support Plan is updated as well as the Risk Assessment. A conference meeting is organised with all relevant stakeholders.
- Counselling from within the school is provided as well as referral to agencies as needed.
- Student may be provided with a modified learning environment to support their needs.
- The school will comply with the NSW Department of Education Student Behaviour Policy and Suspension and Expulsion Procedures.
- The school will continue to monitor the student's progress and provide support to the family.

- 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

Naremburn School uses a range of strategies to support students to reflect on their behaviour and enable them to repair relationships with others. All strategies are age appropriate, and the wellbeing of the student is considered. This includes toilet breaks and access to food.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative conversations	As required and will last as long as the student needs.	Executive	Compass or daily log on share point
Reflection time.	Post incident until student is calm and able to process the events	Executive	Student's file
Suspension Resolution meetings	After suspension.	Executive	Suspension Resolution Documents
Stakeholder Conference.	As required	Executive	Compass

Bullying Response Flowchart

First hour: Listen
- Identify bullying behaviour, including cyber-bullying
- 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) within the next 24 hours.

Day 1: Document
- Ask the student for examples they have of the alleged 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 inCompass. Notify school executive of incident in line with behaviour management flowchart
- Notify parent/s that the issue of concern is being investigated

Day 2: Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day 3: Discuss
- Evaluate the information to determine if it meets the definition of bullying (see above)
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day 4: Implement
- Document the plan of action in Compass
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day 5: Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in Compass

Ongoing follow-up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in Compass.
- Refer matter to the Learning and Support Team within 48 hours if the situation is not resolved
- Look for opportunities to improve school wellbeing for all students

Review dates

Last review date 31/1/25 Day 1, Term 1, 2025

Next review date 31/1/26 Day 1, Term 1, 2026

Appendix 1 Student Behaviour Support and Risk Management Plan

NSW Education | **PROFORMA**

Student Behaviour Support and Risk Management Plan
Health and Safety Directorate

Name of student:		Year:	School:		Date:	
Behaviour Identification What behaviours cause the most concern?	**Context** What is the purpose of the behaviour? What can trigger the behaviour? When and where is the behaviour likely to occur? Other contributing factors?		**Assess Behaviour.**	**Elimination or Control Measures** Identify strategies for the environment, work practices and the student to: - Eliminate or minimise triggers - Manage the behaviour safely - Respond safely if behaviour escalates	**Who**	**When**
Risk of injury to self from:						

NSW Department of Education | FORM060 – V1 | Health and Safety Directorate: 1800 811 523   https://education.nsw.gov.au

Student Behaviour Support Plan Proforma

Risk of injury to other students from:					
Risk of injury to employees from:					

Relevant additional information reviewed and attached: Yes   No

Plan prepared by: Position: Date:

Prepared in consultation with: Communicated to:

Monitor and Review: Monitor the effectiveness of controls and change if necessary. Review the behaviour assessment if an incident or a significant change occurs.

NSW Department of Education | FORM060 – V1 | Health and Safety Directorate: 1800 811 523   https://education.nsw.gov.au

Appendix 2 PersolalLearning and Support Plan

PERSONAL LEARNING AND SUPPORT PLAN - 2024

SCHOOL: NAREMBURN SCHOOL

NETWORK: NORTH SYDNEY

DATE OF MEETING: _____

PEOPLE PRESENT: _____

_____

_____

STUDENT DETAILS		SCHOOL ADMINISTRATION INFORMATION		
Name:		Student Registration Number (SRN):	Previous School/s:	
Date of birth:	Age:	School year/class:		
Residential Address:		Is the student in Statutory Out of Home Care: Y / N		
Aboriginal and/or Torres Strait Islander: Y / N		Date enrolled at Naremburn school:	Education Plan Coordinator/s:	
Culturally and Linguistically Diverse Background: Y / N		Is there a current Disability Confirmation Sheet? When does it expire?	School Contact:	

CONTACT DETAILS			
NAME	AGENCY/RELATIONSHIP TO STUDENT	CONTACT PHONE NUMBER	EMAIL ADDRESS

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STUDENT PROFILE

BACKGROUND INFORMATION

PROFILE OF BEHAVIOURS PRIOR TO ENROLMENT

SUSPENSIONS

POLICE INVOLVEMENT

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ACTION PLAN

Identified Needs:

Goals/Outcomes What do we want to achieve? (related to strengths, needs, interests and initial assessment data)	Action Strategies to achieve goals/outcomes	Personnel responsible	Time Frame	Comments and recommendations (review of strategies)	Date Achieved
Attendance Goals					
Behaviour Goals					
Wellbeing Goals					
Literacy Goals					
Numeracy Goals					

High Interest Areas Students to choose at least one high interest area that we can assist the student to pursue and develop			
Intellectual	**Physical**	**Creative**	**Social/Emotional**

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ANNUAL TESTING

PAT Test	Semester	Scale Score	Achievement Band	Percentile	Previous Score
Reading	1				
	2				
Numeracy	1				
	2				

Spelling	Part A		Part B		Part C	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
	/40	/40	/40	/40	/20	/20

	Semester	Parent Factor	Skill Factor	Family Factor	Education Factor	Peer Factor	Community Factor	Money Factor
Resilience Circle	1	/10	/10	/10	/10	/10	/10	/10
	2	/10	/10	/10	/10	/10	/10	/10

Signatures of those present:

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Appendix 3 Risk Assessment

Naremburn School Risk Assessment

Student Name:		Date Of Entry	4		
		Date of Birth		Jan	2006
Current Diagnosis		Date of R/A:	3	Jul	2024

Risk/Behaviour		Who/What	Level 0 1 2 3	Frequency 0 1 2 3	Duration 0 1 2 3	Total	Comments
			Severity				
			1. Low	1. Rare	1. Short		
			2. Mod	2. Sometimes	2. Medium		
			3. Severe	3. Often	3. Long		
Possession and/or use of weapons						0	
Throwing projectiles	To harm others					0	
	Random					0	
Abuse	Physical					0	
	Verbal					0	
	Written/Cyber					0	
Suicide Ideations						0	
Drugs	Usage					0	
	Distribution					0	
	Alcohol					0	
	Tobacco/ Vaping					0	
Inciting others to not follow school rules						0	
Graffiti						0	
Theft	Known					0	
	Suspected					0	
Fire Lighting						0	
Property Damage						0	
Threats / Intimidation						0	
Stalking – Physical/Cyber/Phone						0	
Truanting	Self					0	
	Encouraging others					0	
Inappropriate sexual behaviour						0	
Buying in on other's issues						0	
Refusal to follow instructions						0	
Refusal to do work						0	
Breaking School Rules						0	
Being Disruptive						0	
Covert Behaviour						0	
Passive Aggressive						0	
Inciting others to do illegal activity						0	
Eating Disorder						0	
Self Harm						0	
Oppositional Behaviour						0	
Total						0	

Positive Factors:

Works well	Often
Comes to school regularly	Always
Relates well to others	Often
Enjoys being at school	Usually
Is helpful to others	Usually
Is nice to be around	Always
Tries hard	Usually
Participates in everything	Always

Appendix 4 Individual Health Care Plan

NSW Department of Education

Individual Heath Care Plan

Add Picture

The individual health care plan is developed in consultation with the parent, staff and student, where practicable, and on the basis of information from the student's doctor, provided by the parent.

For students with anaphylaxis and Asthma the student's ASCIA Action Plan for Anaphylaxis and Asthma is also required.

For more information see http://www.schools.nsw.edu.au/studentsupport/studenthealth/index.php and for students with anaphylaxis see the Anaphylaxis Procedures for Schools.

The plan will be reviewed on:

NOTE: Individual health care plans should be reviewed at least annually or when the parent notifies the school that the student's health needs have changed. Principals can also instigate a review of the health care plan at other times.

Tick box if Individual Health Care Plan not required	

School	Naremburn School	Phone	9906 8488
Principal Network	North Sydney		
Student name		Class	
Date of birth		Medicare number	
ERN/Student number			
Health condition/s			
If anaphylaxis, list the confirmed allergies			
Learning and support needs of the student (including learning difficulties, behaviour difficulties and other disabilities)			
Impact of any of the conditions (as mentioned above) on implementation of this individual health care plan			
Medication/s at school			
Medication supply, storage and replacement. For anaphylaxis this will include the adrenaline autoinjector			

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