



# Yanchep Secondary College

## Whole School Positive Student Behaviour Support Plan

**The goal of a whole school positive student behaviour support process is to provide a plan and structure to facilitate an effective learning environment at Yanchep Secondary College.**

We believe a positive classroom environment is the most effective way to promote learning. Initially, student behaviour in the classroom is the responsibility of the teacher. The teacher will alert students when their behaviour is unacceptable. This enables the situation to be dealt with at the point the behaviour is occurring. Teachers' responses relate to how the rights of others are affected by behaviour.

In serious cases, where behaviour threatens the orderly function of the classroom or threatens the well-being of others, the formalised behaviour support process and procedures commence. This process is designed to help students make appropriate choices in the future.

### Values and Beliefs

We have made decisions about preferred ways to respond to and deal with disruptive behaviour. These practices are preferred as they fulfil our aims of supporting behaviours that acknowledge and protect mutual rights.

We seek to develop in students an acceptance of responsibility for their own behaviour especially as it impacts on the rights of others.

All school staff have committed to building positive relationships with students built on kindness and a genuine interest in the development of each student's character. Subsequently they aspire to create classroom environments built on mutual respect and consistently productive behaviour.

It is expected that teachers will take active responsibility for behaviour support, using preferred practices both in the classroom and in their wider duty-of-care role.

### A Universal Framework for Classrooms and Learning at Yanchep

Teachers actively engage students in the learning process. They are responsible for creating a positive environment that motivates each student. This is achieved by delivering an appropriate curriculum utilizing those pedagogies and instructional skills that make the learning process relevant and interesting.

The College staff have created a framework for classroom practice that is implemented across all classrooms at the college. The framework provides a clear set of behaviours expected of all students and teaching staff in every classroom.

Behaviour that challenges the safe learning environment in a classroom needs to be addressed by the teacher and where necessary, modifications are made to instructional practice or classroom management techniques.

Students identified as requiring additional support to engage positively in their learning will have planning put in place that supports and reinforces their behaviour.

Refer to Appendix A *“The Yanchep Approach to Classroom Practice”*

### **Lower School Student Code of Conduct**

Lower school students at Yanchep SC maintain good standing by consistently demonstrating responsible behaviours.

All lower school students at Yanchep SC commence every school year with good standing.

Good standing is maintained by demonstration of;

- responsible behaviour
- commitment to learning
- attendance above 90% with no unauthorized absences
- punctuality
- dress standards as outlined in school policy

Desirable behaviours which assist students to manage and maintain their good standing are:

Commitment to learning;

- active participation in learning activities
- regular attendance in all classes
- punctuality with attendance and submission of work

Acceptance of responsibility;

- acknowledging the rights of others to learn or teach
- treating all members of the school community with dignity and respect

Loss of good standing

When a student fails to demonstrate the requirements to maintain good standing, the following process occurs;

- the classroom teacher raises the concern with the student, parent and Head of Learning Area
- All discussions are documented
- Where the situation is not resolved, the Head of Learning Area raises the concern with the student, parent and Lower School Program Coordinator.
- All discussions are documented
- Where the situation is not resolved the Program Coordinator raises the concern with the student and parent, and a plan is negotiated.

## Consequences of losing Good Standing

Students who lose their good standing, lose privileges such as being able to attend extra-curricular social functions, lightning carnivals and other school sport or school representation activities.

If students lose their good standing, they will be given ample opportunity to regain it. **This will be clearly communicated.**

## Senior School Student Code of Conduct

Senior School students at Yanchep SC achieve senior status by consistently demonstrating responsible, adult behaviour.

Year 11 students can gain good standing during the first half of the year and achieve their Senior Status trial which commences during term 3 or 4. By showing responsibility and the requisite maturity, most Year 12 students commence their courses with good standing and therefore Senior Status. They are then required to maintain their good standing to maintain Senior Status.

Senior Status is maintained by student demonstration of;

- responsible behaviour
- commitment to learning, including “C” grades in all courses studied and achieving their OLNA.
- satisfactory attendance and punctuality
- dress standards as per school policy

A major goal of the Senior Status program is to develop active and productive young learners. Desirable behaviours which assist students to achieve this goal are described below.

Outcomes sought	Desirable student behaviour and attitudes
Commitment to learning	<ul style="list-style-type: none"><li>• Active participation in learning activities</li><li>• Regular attendance at classes</li><li>• Punctuality with attendance and submission of work</li><li>• Development of subject specific and general skills</li><li>• Acquisition of knowledge in a variety of ways</li></ul>
Autonomous and reflective learning	<ul style="list-style-type: none"><li>• Selecting courses and a timetable load relevant to needs and personal goals</li><li>• Being able to learn outside the classroom environment</li><li>• Developing as independent learners and increasingly using a wide range of resources to learn</li></ul>

Acceptance of responsibility

- Understanding the objectives and assessment schedule for each course or certificate and adhering to the Yanchep SC Assessment policy
- Understanding the implications of failing to meet course or certificate requirements
- Acknowledging the right of others to learn or teach
- Treating all members of the school community with dignity and respect

### **Students at Risk of Losing Good Standing/Senior Status**

When a student fails to demonstrate the requirements to maintain good standing/Senior Status, the following process applies:

- The classroom teacher raises the concern with the student, parent and HOLA.
- Interactions are documented.
- Where the situation is not resolved, the HOLA raises the concern.
- The referring teacher receives feedback and ongoing information.

Consequences of Loss of Good Standing:

- Loss of Senior Status badge and privileges.
- Loss of right to attend year activities such as school socials, school ball.

## **Teachers' Responsibilities**

*The role of the teacher is to build positive relationships with students that promote belonging and an effective learning environment.*

The teacher is responsible for the students in their classes. Even where a student is removed from class and participates in a negotiation process with the teacher and a representative from Student Services, they will ultimately return to that classroom.

Refer to Appendix B "*Yanchep SC Teaching and Learning Philosophy*"

## **Administrator Responsibilities**

*The role of administrators is to assist and support teachers to build positive relationships with students so that an effective learning environment can be established and maintained.*

For the student to return to the classroom, the administrator or member of Student Services will be involved and supportive through the negotiation process.

Refer to Appendix C "*Yanchep SC Philosophy of Student Services*"

## **Parent Communication**

### ***Parents are partners in the education and support of their child's learning, health and well-being***

We foster an open-door, approachable, calm relationship with parents to support the appropriate remediation of their child's behaviour. Parents have a right to respond to sanctions imposed by the school in a reasonable timeframe. They can expect teachers to communicate via phone, email or personalised interviews. If further support is required Student Services may offer the following plans:

- IEP- Individual Education Plan
- IBMP- Individual Behaviour Management Plan
- RMP- Risk Management Plan
- IAP- Individual Attendance Plan

## **Behaviour and disability**

Some forms of disability may involve manifestations over which the student has little control, but which may look like poor discipline. Yanchep SC will take due consideration in their response and imposed sanctions when a breach of school discipline occurs by a student with a disability. The Principal may seek advice prior to making a decision and will not apply a standard that is intended to apply to all students if this will cause a greater disadvantage to the student with a disability.

## **External Agencies**

Student Services will request and liaise with outside agencies not limited to but incorporating Headspace, CAMHS, private psychologists, CPFS and PMH to support student needs. The referral process will be triaged through the Student Services *Students at Educational Risk* meetings. The main case managers for engaging external support are Deputy Principal Student Services, Student Services Program Coordinators and School Psychologist.

## **Record Keeping, Data and effectiveness for determining school support**

Yanchep SC reviews data on;

- suspension rates, gender, year group recurrence and individual recurrence
- attendance data

The report will be shared with staff and the Board to determine support levels, areas of priority and funding to promote proactive programs to remediate areas of behavioural concern.

## **Supporting Documents**

Bullying Policy

Mobile Phone Policy

Illegal and Restricted Sale Substances Policy

Physical Aggression Policy

Weapons Policy

Risks of Suicidal Behaviour and Non-Suicidal Self Harm Policy

## Deciding on Disciplinary Measures

The Principal may choose a sanction for a breach of behaviour policy of between 1-5 days for suspension. For a severe breach, a student may be suspended for between 6-10 days. An example for severe breach could be possession and supply of illegal substances, possession of a weapon, continued and persistent breaches of school behavioural policy. All cases will be considered on an individual basis but in keeping with the fair and good working order of the school.

The Principal of Yanchep SC has transferred the power to suspend to the Deputy Principal Student Services and to the Lower and Senior School Program Coordinators. For consistency, school personnel will confer on suspension duration. Whilst making a decision on the length of a suspension, the Principal may make a provisional suspension time of no longer than two days until the duration is qualified. The Principal will give a reasonable time for the student and parent to understand and respond to the sanction.

The Principal will minimise attendance disruptions as much as possible including any adverse consequence for work experience placements or VET students who have a minimum number of days in which to complete their award. Suspension may not be imposed on students where there is determined an unnecessary risk in an unsafe environment or for mental health reasons or for certain Visa considerations. This is considered an exceptional circumstance and will be annotated on record. Possible options as an alternative sanction may be detention. Yanchep SC runs detention at recess and lunchtime as consequences for arriving late to school with no note, chewing gum infringements and low-level behavioural breaches in class. Students may also be placed on detention if they exhibit unsafe practices in the yard. All students are given adequate time to eat, drink and use the amenities before preparing for their next class. Students who fail to attend detention are either given a double detention or after school detention.

After school detention will be given after in school detention has not remediated negative behaviours. A student on after school detention will be given work to complete, the parent/carer will be notified before the detention is issued and travel arrangements noted. Detention will last no longer than 30 minutes in conference with parents/carers. Staff will minimise the risk of negative connotations associated with doing schoolwork in detention spaces. Other alternative exercises may be self-reflection, individual behaviour planning and further support for remediating behaviours.

In circumstances where a student is withdrawn from class for displaying inappropriate behaviours in opposition to the school code of conduct, a parent will be notified. The student will be withdrawn with work to Student Services for supervision. Students will be given alternative break times for hydration and toileting. The record of the withdrawal will be entered into SIS. This is usually for a full or half day and is distinct from working in a buddy class.

The recording of all suspensions and detentions will be through the SIS behaviour facility. Suspensions are not given for attendance issues, or for an incident occurring outside the school, except where the Principal can establish a reasonable nexus between the incident and school or for not adhering to the dress code.

Students suspended from Yanchep SC will have a re-entry meeting with Student Services where a parent is invited to be present. A behaviour plan or formal contract may be offered at that time to support the reintroduction of the student back into classes. A student suspended for more than three days consecutively or for more than five days in total annually, will have work provided.

**Students are expected to adhere to the suspension parameters and not enter the school grounds unless given permission in writing.**

Refer to Appendix D *“Positive Student Behaviour Management Process 2018”*



# The Yanchep Approach to Classroom Practice

Appendix A(1)

Characteristics	Observable Behaviours	
Classroom Behaviour	Students	Teachers
<b>Arriving at class</b>	Arrives at class on time. Students are lined up and orderly. Students listen to instructions from the teacher.	Arrives at class on time. Greets students at the door. Provides specific instructions regarding the start of the lesson.
<b>Moving into the classroom</b>	Hats, Hoodies and Headphones are removed. All electronic devices turned off and in their bags. Code switch: classroom ready.	Asks students to remove hats/hoodies/headphones, phones in bags. Engages positively with students and monitors movement into class. Supports appropriate behaviour in a low-key way.
<b>Preparing to learn</b>	Seating position according to the teacher's plan. Bags under desks Focused on their own organisation. Materials out; electronic devices as instructed. Waiting for next instruction respectfully.	Have a plan for the lesson and a seating plan for the students. Have all the materials required for the lesson. Give specific instructions regarding electronic devices required. <b>Complete attendance requirements within 10 minutes of start.</b>
<b>During the lesson</b>	<b>Hopeful:</b> Displays a positive attitude to the class and their learning. <b>Engaged:</b> Completes all learning activities to the best of their ability. Utilises technology appropriately and as directed by the teacher. <b>Responsive:</b> Interacts with the teacher and other students appropriately. Responds to teacher directions as required. <b>Organised:</b> Provides and maintains the resources required for the lesson.	<b>Provide a lesson structure that is visible to all students including:</b>  <ol style="list-style-type: none"> <li>1. <b>What am I learning today?</b></li> <li>2. <b>Why am I learning this?</b></li> <li>3. <b>How will I know that I learned it?</b></li> </ol> <b>Build and maintain a calm and engaging learning environment that promotes belonging and excellence for the duration of the lesson.</b>
<b>End of the lesson</b>	Updating and organising their diary as directed. Packs materials away when directed to. Waits for directions to move out of the class.	Gives specific instructions regarding homework to be completed. Directs students to pack up. Directs students to leave at the end of the period.
<b>Moving out of the classroom</b>	<b>Wait for the siren at the end of the period</b> Push their chairs in. Ensure their workspace is tidy. Make an orderly exit from the class. Thank the teacher for the lesson.	<b>Wait for the siren at the end of the period</b> Monitor all chairs being pushed in. Ensure all rubbish is removed from the floor. Thank students and support appropriate behaviour. Secure additional equipment and the room.
<b>Moving between classes</b>	Move between classes in an orderly manner. Display positive behaviours. Fill water bottles and use amenities. Arrive at the next class on time.	Move between classes in a timely manner. Make any necessary preparations for the next class. Fill water bottles and use amenities. Arrive at the next class on time.





# The Yanchep Approach to Classroom Practice - Design and Technology/Home Ec.

Appendix A(2)

Characteristics	Observable Behaviours	
Classroom Behaviour	Students	Teachers
<b>Arriving at class</b>	Arrives at class on time. Students are lined up and orderly. Move into class promptly.	Arrives at class on time. Greets students at the door. Move students into class promptly.
<b>Moving into the classroom</b>	Students listen to instructions from the teacher. Hats, Hoodies and Headphones are removed. All electronic devices turned off and in their bags. Bags in student storeroom or as directed. Code switch: classroom ready.	Engages positively with students and monitors movement into class. Provides specific instructions/routines regarding the start of the lesson. Asks students to remove hats/hoodies/headphones, phones in bags. Provides safe and secure storage for bags with no student access in class. Supports appropriate behaviour in a low-key way.
<b>Preparing to learn</b>	Students stand/sit at a work station according to the teacher's plan. Focused on their own organisation; aprons/safety glasses/hairnet. Projects/Materials out; electronic devices as instructed. Waiting for next instruction respectfully.	Have a plan for the lesson and a seating plan for the students. Have all the materials required for the lesson. Give specific instructions regarding electronic devices required. <b>Complete attendance requirements within 10 minutes of start.</b>
<b>During the lesson</b>	<b>Hopeful:</b> Displays a positive attitude to the class and their learning. <b>Engaged:</b> Completes all learning activities to the best of their ability. Utilises technology appropriately and as directed by the teacher. <b>Responsive:</b> Interacts with the teacher and other students appropriately. Responds to teacher directions as required. <b>Organised:</b> Provides and maintains the resources required for the lesson.	<b>Provide a lesson structure that is visible to all students including:</b>  <ol style="list-style-type: none"> <li>1. <b>What am I learning today?</b></li> <li>2. <b>Why am I learning this?</b></li> <li>3. <b>How will I know that I learned it?</b></li> </ol> <b>Build and maintain a safe, calm and engaging learning environment that promotes belonging and excellence for the duration of the lesson.</b>
<b>End of the lesson</b>	Start packing up at the direction of the teacher. Updating and organising their materials/project/diary as directed. Packs materials/projects/tools/workbooks away when directed to. Stands by a work station and waits for directions to leave the class.	<b>Start pack-up 15 minutes before end of lesson</b> Gives specific instructions regarding homework to be completed. Directs students to pack up. Directs students to leave at the end of the period.
<b>Moving out of the classroom</b>	<b>Wait for the siren at the end of the period</b> Ensure their workspace is tidy. Make an orderly exit from the class. Thank the teacher for the lesson.	<b>Wait for the siren at the end of the period</b> Ensure all rubbish is removed from the floor and workshop/kitchen is tidy. Thank students and support appropriate behaviour. Secure additional equipment and the room.
<b>Moving between classes</b>	Move between classes in an orderly manner. Display positive behaviours. Fill water bottles and use amenities. Arrive at the next class on time.	Move between classes in a timely manner. Make any necessary preparations for the next class. Fill water bottles and use amenities. Arrive at the next class on time.



## Philosophy of Teaching and Learning

### Vision

Yanchep SC provides high quality teaching and learning and is focused on building and maintaining engaging and productive classrooms.

### Characteristics

1. Classrooms are calm and focused.
2. There are very high levels of student engagement and interest in learning.
3. Teaching is aligned to clear Learning Goals that are understood by students.
4. Students receive regular feedback about their learning that builds positive self-concept.
5. Explicit and cooperative instructional methods are used to build academic competence.
6. There is visible use of a variety of teaching strategies that build capacity in literacy.

### Guiding Principles

1. Classroom Management Strategies (CMS) Foundations and Instructional Strategies for Engagement (ISE), *Barrie Bennett*:  
All staff are trained/training to develop their instructional skills to support engagement in all classrooms.
2. Visible Learning, *John Hattie*:  
All teaching staff consistently implement the universal classroom practice developed to support all college learning environments.  
All students know:  
“What I am learning today”  
“Why I am learning this”  
“How I will know that I learned it”
3. Explicit Teaching, *John Flemming*:  
All teaching is guided by explicit learning objectives and teacher instructional practice using the “I do, We do, You do” framework.
4. Success for All/Stepping Out, *Jennie Bickmore Brand*:  
Literacy strategies are imbedded in the instruction in all learning areas to support the progress and achievement of all students in reading, writing, spelling and grammar.

### Universal Classroom Practice “The Yanchep Way”

A framework constructed by the teaching and administrative staff that explicitly states the student and teacher behaviour that leads to a constructive learning environment in the class room for all students and staff.

The framework is based around the transitions that occur from the moment students arrive at the class through to their movement to the next class. They include:

1. Arriving for class
2. Moving into the classroom
3. Preparing to learn
4. During the lesson

5. End of the lesson
6. Moving out of the classroom
7. Moving between classes

## **Teacher Preparation**

Teaching staff are expected to comply with the requirements of the AITSL standards, and demonstrate their professional knowledge, professional practice and professional engagement in the delivery of learning programs to students.

Yanchep SC will be encouraging reflective practice amongst its teaching staff with a view to continuous improvement in the instruction provided in all classrooms. Teaching staff will be provided with feedback through their line manager that is consistent with the AITSL Classroom Practice Continuum and informs future performance development planning and professional learning.



## Student Services

### Vision

Support the development of every student's character so they become active and productive adults.

### Student Expectations

Watch your thoughts; they lead to attitudes

Watch your attitudes; they lead to words

Watch your words; they lead to actions

Watch your actions; they lead to habits

Watch your habits; they form your character

Watch your character; it determines your destiny

### Characteristics of our Pastoral Care Program

1. Building each student's awareness of their character and influence on others
2. Emotional capacity building across the student cohort
3. Building positive relationships with students and their families
4. Increasing the connection of students to the school and its community
5. Supporting students with compromised well-being to build resilience

### Influences

#### Echo Research

Design and administration of a student wellness survey to inform planning for wellness and resilience.

#### Teaching and Learning Philosophy of the school

A School wide framework of agreed teacher and student behaviours that build a supportive and engaging classroom environment.

#### SDERA Program

CHAT; "Changing Health Acting Together" framework to provide planning towards mental, social and emotional health targets for the school community.

#### Maggie Dent

Developing the capacity of school staff to develop meaningful relationships with students that will promote a student's sense of belonging in the school environment.

#### William Purkey: Invitational Education

The school is intentionally creating an inviting school environment for students, with a focus on the development of appropriate people, places policies, programs and processes that support student connection.

## **Friendly Schools**

Whole school evidence based approach to reducing bullying behaviour.

## **Staffing Structure**

Deputy Principal: Coordination of Student Services across the school.

Year 7 to 9 Program Coordinator: Attendance, Behaviour management, Form Room Program and pastoral care of lower school.

Year 10 to 12 Program Coordinator: Attendance, Behaviour management, Form Room Program and pastoral care of Senior School.

Year Coordinators (6): Student Services Triage; Attendance, Form Room and Case Management of students.

GEM Teachers (22): Attendance, Wellness Program delivery and assessment.

Special Education Needs Coordinator (SENCO): Educational planning and delivery for funded students.

School Psychologist (4 Days)

School Chaplain (3 days)

School Officer: Student Reception, late students, attendance

AIEO (2 Days)

## **Student Capacity Building**

1. Promoting Engaging classrooms: Staff kindness, productive classroom spaces, regular student academic feedback,
2. Form Room: Establishing and building every students connection with a significant adult, who can provide information, counselling and support within the school environment.
3. Extra-curricular program: Providing a range of activities alongside curriculum that attract student interest and facilitate the development of staff-student relationships
4. Reward activities: Identified students are taken on excursions that reward engaged productive behaviour.
5. Leadership Development: Students are given the opportunity to nominate for the school Student Council and associated capacity building.

## **Identification of Students requiring additional support**

The school utilises a Case Management system for the collection of system and anecdotal data that highlights students requiring additional support to enhance their sense of belonging in the school.

### *1. Program Coordinators*

Two Level 3 PCs to support Lower school (7-9) and Upper school (10-11). A Special Education Needs Coordinator (Level 2) and Vocational Training and Engagement Coordinator (Level 2). Program Coordinators provide case management leadership and expertise for students deemed at extreme risk.

### *2. Student Support Teams*

Teams focused on either Lower school (7 to 9) or Upper school (10 to 12) who meet weekly to identify and plan for individualised services to students deemed to be at Extreme or High risk of harm. Teams consist of Student Services Deputy Principal, Relevant Program Coordinator, Special Education Needs CO, Psychologist, Chaplain and Student Services School Officer. Individual case managers are appointed to manage information and interventions.

3. *Student Services Team*

Team focused on all year groups to identify and plan for medium to low risk individuals and groups of students requiring additional support to facilitate their connection with the school and their learning program. Team consists of the Program Coordinators, Year Coordinators and support staff.

4. *Data that informs Identification*

System information including RTP and INTEGRIS, Parents/Guardians/carers, teachers, support staff, external agencies.

## **Supporting Student Engagement**

The core function of Case Management is to identify a school representative who is responsible for the selection and application of interventions designed to support an identified student to engage appropriately in their learning and the school.

Once a Case management plan has been negotiated with the student and family, the intervention will be communicated to teaching staff through ACADEMY. All teaching staff are expected to implement planning that engages students and caters to their specific needs. Case Managers will meet with teaching staff to explain the requirements of a plan and to provide resourcing and guidance as required. Case managers will continue to monitor the progress of the student and report to parents as agreed.

Specific interventions used to assist a student may include:

De-escalation card, Medical Card, Period by Period tracking, Individual Behaviour Plans, Individual Education Plans, Risk Management Plans, Modified Timetable, Transition Back To School Plan, MHCP, Escalation profiles, Disability/Difficulty Diagnosis, Chaplain support, NMIERO Student Engagement Team support, Psychologist support, CAMHS referral, Headspace referral, AIEO support City of Wanneroo Outreach referral and support, DCP referral and support, Multi Systemic Therapy, Home Visits by school staff.

The Student services area of the front office will be staffed at all times by a Year Coordinator and school officer to provide a Mental and Physical First Aid Triage service for students.



## YANCHEP SECONDARY COLLEGE BEHAVIOUR SUPPORT PROCESS 2018

### Teacher Management: Within Classroom

- Design engaging lessons for all classes
- Maintain a calm disposition
- Build positive relationships with students
- Reward positive behaviour in class
- Establish a calm and positive classroom environment
- **Consistently implement the “Yanchep Approach” to Universal Classroom Practice**
- Use low key skills and “Bumps” strategy to de-escalate student behaviour
- Implement Informal Buddy Class arrangements to isolate students from the class if required
- Contact Parent/Caregiver
- **Refer the student to the HOLA for further support**
- **Enter Behaviour & Parent Contact on ACADEMY**



### HOLA Support: Across Learning Area

- Provide Instructional leadership in their learning area
- Be a calm and visible presence in classes
- Support the Yanchep Approach to Universal Classroom practice by classroom teachers
- Construct and utilise Formal Buddy Class arrangement to manage immediate student needs
- De-escalate and resolve student issues
- Contact Parent/Caregiver in all instances of misbehaviour
- After School Detention (in negotiation with parents)
- **Refer the student to the Program Coordinators for further support**
- **Enter Behaviour & Parent Contact on SIS**



### Program Coordinator Student Services: Across Whole School

- Organise and manage formal Withdrawal to Student Services from classrooms and learning areas
- Contact Parent/Caregiver to organise case conference
- Conduct Case Conferences
- Organise Individual Planning for re-engagement
- Organise and supervise After School Detention (in negotiation with parents)
- Manage and assign Loss of Good Standing
- Utilise Formal Suspension as a consequence
- Additional Support referrals to address needs
- **Enter Behaviour & Parent Contact on SIS**



### Deputy Principal

- Support and Consultation
- Regional Education Office Support

Principal – additional support if required