

North Sydney Girls High School Behaviour Support and Management Plan

Overview

This School Behaviour Support and Management Plan is a means of providing a safe, challenging and creative environment for all members of our school community. It aims to increase student engagement and learning through safe and inclusive positive behaviour support.

At North Sydney Girls High School our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

To achieve our mission, key approaches and programs are prioritised and valued by our school community. These programs prioritise social and emotional learning to promote student mental health, positive relationships and the prevention of bullying. The Resilience in Our Teens program is a whole school approach that aims to address the build-up of anxious behaviours and habits in students. It focuses on the building and maintenance of positive relationships between students, teachers and parents to identify, respond to and reduce student anxiety.

Objectives - Guideline Statement

The School Behaviour Support and Management Plan is underpinned by:

- A student-centred, positive, strengths-based approach.
- A care continuum which is proactive and prevention focused and involves the strategic whole school explicit teaching of social and emotional skills and behavioural expectations.
- Collaborative partnerships between staff, students, parents, carers and community members.
- Expectations of a high standard of behaviour from students to create a safe, inclusive and respectful school environment.

The School Behaviour Support and Management Plan must:

- Communicate a strategic, integrated whole school approach.
- Incorporate a multi-tiered care continuum to support all students.
- Establish and maintain high expectations for students through effective role modelling, explicit teaching and planned responses.
- Establish expectations for parents and carers to engage with the school to develop and implement individual behaviour management strategies.
- Embed inclusive and equitable practices to promote positive student behaviour.
- Include strategies that recognize, reinforce and teach inclusive and safe behaviours.
- Ensure that all students can access and participate in education with reasonable adjustments.

Context

North Sydney Girls High School and its community work together to provide a quality learning environment.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, the school is expected to maintain high standards of discipline.

When parents enrol their children at North Sydney Girls High School they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of behaviour support at North Sydney Girls High School.

The aim of the partnership between school community members and the school is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

In implementing the School Behaviour Support and Management Plan, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

The School Behaviour Support and Management Plan may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

Partnership with parents and carers

North Sydney Girls High School partners with families in establishing expectations for parent engagement in the development and implementation of student behaviour management strategies, including those for bullying behaviour by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

These expectations are communicated to parents/carers through the school newsletter, website and links to information and resources in the [Behaviour Support Toolkit](#).

School-wide Values and Expectations

At North Sydney Girls, all students have the right to:

- i. be safe at school.
- ii. access and fully participate in their learning.
- iii. be treated with respect by other students, teachers and school staff.
- iv. express their views, set goals and self-advocate.

The following school-wide expectations are shared with the whole school community.

North Sydney Girls High School students are expected to:

- Be respectful of their peers, staff and themselves.
- Act in a courteous and respectful way that makes all members of the school community feel valued, included and supported.

- Meet the school's agreed uniform policy or dress code.
- Attend school every day (unless legally excused).
- Use accurate and appropriate language to describe the difficulties they face.
- Undertake a self-check before seeking help. This includes reflecting on initial thoughts and "thinking again".
- Understand that feelings come and go and that not all emotions need to be acted on.
- Use critical thinking skills and problem-solving strategies to work through difficulties.
- Learn and use self-calming skills and relaxation techniques.
- Support each other to stay calm, manage their emotions and become problem solvers.
- Seek help when they cannot resolve problems using their own skills.
- Be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco to school.

Whole school values have been created by students, in collaboration with the school community, to underpin these expectations.

Key values/traits that the North Sydney Girls High School community strive to uphold are :

- Respect
- Resilience
- Excellence
- Integrity
- Compassion

The Principal and school staff, using their professional judgment, maintain discipline and provide safe, supportive and responsive learning environments to ensure that students uphold these values and expectations. Positive behaviour is recognised through the school award system, currently being updated to reflect these values and expectations.

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 has been translated into multiple languages, is available here: [Behaviour Code for Students](#)

High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach and Care Continuum

At North Sydney Girls High School, our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships.

These practices include:

- explicitly teaching classroom expectations.
- establishing predictable routines and procedures that are communicated clearly to students.
- encouraging expected behaviour with positive feedback and reinforcement.
- discouraging inappropriate behaviour.
- actively supervising students.
- maximising opportunities for active engagement with learning.
- providing carefully sequenced engaging lessons that provide options for student choice.
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Professional Learning	All staff participate in targeted professional learning, including training in the Resilience in Our Teens program and reflective conversations (serve and return).	All teaching, SAS, SSO and SLSO staff
Prevention	Professional Learning	Targeted professional learning for wellbeing initiatives (eg. Peer Support training).	Wellbeing team, teachers, SSO and SLSO staff
Prevention	Classroom	Strong student teacher relationships. Systems and structures in classrooms that support positive behaviour.	Classroom teachers
Prevention	Attendance	The importance of every day attendance is compulsory and is communicated to parents via the parent portal and website. Department of Education policy in terms of approving leave is adhered to: https://education.nsw.gov.au/schooling/school-community/attendance-matters-resources-for-schools/compulsory-school-attendance	Parents, students , staff
Prevention	Resilience in Our Teens	All stakeholders - parents, teachers and students - participate in reflective conversations known as “serve and return” conversations.	Parents, students, teachers and all staff.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Sentral Flag system to identify and communicate individual student needs	Student flags are updated when changes are made. Teachers regularly check flags to identify individual student needs.	Teachers and all staff.
Prevention	SMARTer goal setting for personal best	All students encouraged to set SMARTer goals. Specific cohort programs will incorporate the training of students on how to do this. Teachers have also been trained in assisting students set SMARTer goals	All Students
Prevention	PDHPE programs	Delivery of PDHPE curriculum develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts.	PDHPE teachers and students
Prevention	NSG Homeroom	Online Hub with resources for students on a range of wellbeing topics, including stress-management techniques, sleep tips and positive friendship behaviours.	Students
Prevention	Parent Hub	Online Hub with resources and links to support services for parents and families. https://sites.google.com/education.nsw.gov.au/nsghs-parenthub/home	Parents
Prevention	Year 7 Transition Program	Year 7 Transition program incorporates an introduction to high school, NSGHS, curriculum and wellbeing supports.	Year 7 students
Prevention	Peer Support Program	Year 7 and 10 Peer Support Program	Wellbeing Team, Year 7 students and Year 10 students.
Prevention	Wellbeing and Leadership Camp programs	Wellbeing and leadership camps that build the capacity of students to collaborate effectively with each other to achieve their personal best. The Year 9 camp focuses on the development of leadership capacity through the peer support framework. The Year 11 camp focuses on building their strengths for HSC success.	Students of Year 7, 8, 9 and 11

Care Continuum	Strategy or Program	Details	Audience
Prevention	Senior Success Toolkit	The Senior Success Toolkit is delivered through the Year Meet program in Year 11 and 12. It includes targeted career development information sessions, tertiary and guest speaker presentations, study skills activities, collaborative team building sessions, and wellbeing initiatives.	Students of Year 11 and 12
Prevention	Year 12 Mentoring Program	Students are assigned teacher mentors.	Year 12 students
Prevention	Year 12 Progress Interviews	Senior executive and key staff members host two interviews with each Year 12 student to discuss their progress, goals and post school destinations.	Year 12 students
Prevention	Life Ready Program	The Life Ready course is designed to prepare and support senior students as they encounter situations related to health and safety – as they become more independent and gain more responsibilities.	Year 11 students
Prevention	Year group specific wellbeing programs	Specific programs for each year group includes the Year 11 Wellbeing Day, cyberbullying programs, drug education programs, police seminars, work experience and careers programs.	All students
Prevention	‘Writing with Precision and Conviction’	A writing initiative that focuses on prioritising writing at a whole school level, including deliberate practice, strategic explicit instruction, ongoing feedforward and feedback and content/subject specific writing demands. Writing Team Teachers deliver weekly ‘Writing Mastery Workshops’ for Years 10, 11 and 12. Structured and informed scope and sequences support the engaging evidence-based lessons where students focus on mastering targeted writing skills.	Whole School Community
Prevention	Year 10 interviews	Students in Year 10 complete Morrisby career profiling as part of their subject selection. Students are interviewed by Executive and key teachers to review their goals, senior courses and post school destinations.	Year 10
Prevention	Wellbeing activities	Student-run events such as Fun Fridays, RUOK? Day, Wellbeing Weeks and Mental Health Month.	Whole School
Prevention	Student Wellbeing Team	Student Wellbeing Team provides student voice and advocacy to inform whole school wellbeing initiatives and priorities.	Select students from Year 7, 8, 9, 10, 11 and 12. Whole School

Care Continuum	Strategy or Program	Details	Audience
Prevention	Assessment & Subject Selection	Assessment Handbooks, Patterns of Study, Subject Selection Sessions and Individual Interviews	Year 8,9,10,11 & 12 Parents and Teachers
Prevention	Check in assessment	NAPLAN, Minimum Standards, 7-9 Check in assessments and internal assessments are used to provide data to support students	All Students, Teachers, Parents
Early Intervention	Student Support Officer (SSO) Early Intervention Programs	SSO runs small group programs with selected students to promote emotional and social skills (eg. Feeling Fantastic and Study Without Stress)	Identified students in small groups.
Early Intervention	Sleep for Better Health, Resilience and Performance workshops.	Sleep workshops for students across year groups including parent workshops.	All Students and Parents
Targeted Intervention	Lunch Clubs	Lunch time clubs as an alternative option to the playground, such as Chess Club, Art Club, Needlework Club and Sweet Sentiments (Kindness Club).	All Students
Targeted Intervention	Learning and Support Team Early Intervention Strategies.	Fortnightly Learning and Support Team meetings to discuss data from Sentral, flagging individual students with specific needs, discussing plans and reviewing strategies already in place. Referral to further internal support including Wellbeing Team, Counsellors, SSO, EALD team or external supports are made. NSG Learning Support Referral Process NSG Behaviour Management and Wellbeing Referral Processes	Individual students, teachers and parents.
Targeted Intervention	Program Grow	The Wellbeing Team uses Andrew Martin survey data to work with small groups of students to develop growth mindset strategies.	Identified students in small groups.
Targeted Intervention	Learning Lounge	The Learning Support Team offers guidance and support to students in this inviting space.	Identified students
Targeted Intervention	Year Group Meetings	Year group meetings and assemblies to address specific issues, such as bullying and cyber safety.	All Students
Targeted Intervention	Learning and Support Team Targeted Intervention Strategies.	The Learning and Support Team works with teachers, students and families to support students who require personalised learning and support.	Individual students, families, staff

Care Continuum	Strategy or Program	Details	Audience
Targeted Intervention	Year group meeting with Year Advisors, Deputy Principal and HT Wellbeing.	Year Advisors meet with Deputy Principal and HT Wellbeing meet every fortnight to monitor attendance, discuss wellbeing concerns, monitor identified students and devise intervention strategies. Whole cohort proactive strategies implemented. Referral to further internal support including Learning Support Team, Counsellors, SSO, EALD team or external supports are made.	Year Groups Identified students of year groups.
Targeted Intervention	Leadership Opportunities	Student Voice groups including elected groups such as SRC, Charities and Social Justice, Student Wellbeing Team and Prefects. Informal student voice groups including student-led lunch clubs. Extra and co-curricular groups, for example sport and music.	All Students
Individual Intervention	Check ins	Regular check-ins with students who have specific behavioural and/or emotional needs by Wellbeing Team members.	Identified students, teachers and parents.
Individual Intervention	Individual Support Plans	Learning Support Plans Independent Education Plans Individual Behaviour Support Plan Risk Management Plans, EALD Plans	Individual students, teachers and parents.
Individual Intervention	Behaviour Plans	Behaviour plans devised in consultation with parent/carer to provide strategies and adjustments for identified behaviours at varying levels to keep all students safe. Designed to support improvement in regulation. Behaviour Response Plans	Individual students, teachers and parents.
Individual Intervention	Risk Management Plans	Written for students needing significant safety measures (physically, mentally or emotionally). Risk Management Plans	Individual students, teachers and parents.
Individual Intervention	School Learning Support Officers	Funds are allocated for students needing specific support.	Individual students
Individual Intervention	Wellbeing Ticketing system for Student Self Referral	Students can self-refer to staff members for wellbeing support.	Individual students
Individual Intervention	Referral to school counsellors or external support services.	Students are referred or can self-refer to counselling services.	Individual students

Care Continuum	Strategy or Program	Details	Audience
Individual Intervention	Adjustments for students with disability	Adjustments are made for students with learning support plans, independent education plans and disability provision plans. Adjustments to Assessment for Students with Disability HSC Specific See ACE 8029 , ACE 8072	Individual students
Individual Intervention	EALD support plans	EALD support plans are created, implemented, monitored and evaluated with reference to EALD progressions.	Individual students
Individual Intervention	Attendance monitoring	Wellbeing team monitors individual student attendance. If a concern is indicated, parents and students are counselled and if necessary an attendance plan is created with assistance from the Home School Liaison Officer.	Individual students
Individual Intervention	NESA warnings	Head Teachers and Deputy Principals follow NSG Stage 6 N Warning Processes Flowchart	Individual students
Individual Intervention	Malpractice	Head Teachers and Deputy Principals follow NSG Malpractice Flowchart .	Individual students

Planned Responses to Positive Appropriate Behaviour, Inappropriate Behaviour and Behaviours of Concern, including Bullying and Cyber-bullying

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement and the North Sydney Girls [Behaviour Management and Wellbeing Flowchart](#) in deciding whether a behaviour is teacher managed or executive managed. They consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground. See [NSG Behaviour Management and Wellbeing Flowchart](#)
- **Executive managed** – behaviour of concern is managed by school executives (Head Teacher, Deputy Principal or Principal).

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour.

At North Sydney Girls High School, appropriate corrective responses are determined in accordance with the [NSG Behaviour Management and Wellbeing Flowchart](#) and may include:

- a rule reminder
- re-directing, offering choice or error correction
- prompts
- reteaching
- a seat change
- staying in at break to discuss/complete work/talk with teacher
- reflection and restorative practices
- communication with parent/carer

North Sydney Girls High School has developed and implemented an anti-bullying plan, (integrated into the [NSG Bullying Response Flowchart](#)) consistent with the [Student Behaviour Policy](#). As per the policy, bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm.

Responses to Serious Behaviours of Concern

Responses to all behaviours of concern at North Sydney Girls High School 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, where there is a clear and close connection between the school and students' conduct.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Sentral. These may include:

- following the [NSG Behaviour Management and Wellbeing Flowchart](#).
- determining appropriate response/s including supports for staff or other students impacted.
- referring/monitoring the student through the school Learning and Support team.
- developing or reviewing individual student support planning, including making learning and environmental adjustments.
- reflection and restorative practices (listed below).
- liaising with [Team Around a School](#) for additional support or advice.
- communication and collaboration with parents/carers (phone, email, parent portal, meeting).
- issuing a formal caution to suspend, suspension or expulsion.

The NSW Department of Education [Student Behaviour Policy](#) and [Suspension and Expulsion Procedures](#) apply to all NSW public schools.

North Sydney Girls High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention	Early Intervention	Targeted/Individualised
Responses to recognise and reinforce positive, inclusive and safe behaviour	Responses to minor inappropriate behaviour are teacher-managed.	Responses to behaviours of concern are executive managed
<p>1. Values and expectations are shared with the whole school in a variety of forums including school assemblies, year meetings, student diary, student teams, portals and websites.</p> <p>Behaviour expectations are taught and referred to regularly.</p> <p>R.I.O.T program educates all students on expectations, positive wellbeing strategies, self regulation and help seeking behaviours.</p> <p>Teachers model behaviours and provide opportunities for practice.</p> <p>Students are acknowledged for meeting school-wide expectations and rules through the school award system.</p>	<p>1. Refer to school-wide expectations and follow NSG Behaviour Management and Wellbeing Flowchart, NSG Bullying Response Flowchart. Referral systems including Learning Support and EALD support.</p>	<p>1. Contact made immediately and directly to the Executive (Head Teacher, Deputy Principal or Principal) depending on severity and risk of incident.</p> <p>Flowcharts and procedures to assist decision making include: NSG Behaviour Management and Wellbeing Flowchart, NSG Bullying Response Flowchart, Suspension and Expulsion Procedures (DoE)</p>
<p>2. Addressing behaviours of concern.</p>	<p>2. Teacher reiterates expectation and when appropriate conducts a Serve and Return conversation.</p> <p>Teacher allows student space and time to reflect and regroup.</p> <p>Teacher re-checks Plans and/or Risk Management Plan.</p> <p>Teacher negotiates restorative practice with the student.</p> <p>Sentral record is made and referral if needed.</p>	<p>2. Teacher/Executive member to take immediate steps to restore safety and return the situation to calm. Incident review and planning is scheduled for a later time, determined by the context and nature of the incident.</p>
<p>3. Addressing non completion of tasks or lack of engagement.</p>	<p>3. Teacher discusses with the student after consulting any plans/ adjustments.</p> <p>Teacher negotiates submission and informs the Head Teacher.</p> <p>Referral to the Learning Support Team if needed.</p> <p>Sentral record made.</p>	<p>3. Head Teacher takes action as appropriate to year group eg faculty policy, informal warnings or NSG Stage 6 N Warning Processes Flowchart.</p> <p>Sentral record made.</p>
<p>4. Malpractice in the completion of a task.</p>	<p>4. Teacher discusses with student and refers to Head Teacher.</p> <p>Referral to the Learning Support Team as required.</p> <p>Sentral record made .</p>	<p>4. Head Teacher follows NSG Malpractice Flowchart.</p> <p>Sentral record made.</p>



Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
Communication of Behaviour Support and Management Plan communicated on school website and parent portal. Values and expectations communicated to whole school community.	Teacher contacts parents by phone or email when a range of corrective responses have not been successful. Individual planning and referral to Learning Support Team maybe discussed.	Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST, school counsellor, outside agencies or Team Around a School.

Responses to Positive Behaviours

North Sydney Girls High School uses the following strategies and systems to explicitly recognise and reinforce positive student behaviour and behavioural expectations:

Recognition and reinforcement of positive, inclusive and safe behaviour	Responses to positive behaviour are teacher-managed.	Whole school recognition of positive behaviours are executive managed
1. Students are acknowledged for meeting school-wide values expectations and rules in the classroom.	Class Merit awards are given by teachers recognising effort and achievement in the classroom NSG Merit Award Scheme	Student awards for positive behaviour are given at assemblies and contribute to the award system and presentation day assembly.
Students are acknowledged for participation in co/extra-curricular activities.	Students receive merit points according to Sentral data on participation in co/extra curricular activities.	Student merit points for participation in co/extra curricular activities contribute to the award system and presentation day assembly
A House Point system underpins the school Merit award system.	Students receive House points for class/co/extra-curricular participation.	Winning House to receive a reward day at the end of term

Reporting and Recording Behaviours of Concern

At North Sydney Girls High School staff comply with reporting and responding processes outlined in the [Incident Notification and Response Policy and Procedures](#), [Student Behaviour Policy](#) and [Suspension and Expulsion Procedures](#) .

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety](#) Guide.

All staff use flowcharts to report and record behaviours of concern including the [NSG Behaviour Management and Wellbeing Flowchart](#), the [NSG Bullying Response Flowchart](#) and associated school referral systems.

Reflection and Restorative Practices

Action	When and how long?	Who coordinates?	How are these recorded?
Serve and Return conversation/wellbeing chat with a teacher.	Break time 5-10 minutes	Classroom Teacher	Sentral
Reflection time in classroom	In class time up to 10 minutes	Classroom Teacher	Sentral
Use of the Learning Lounge and SLSO support.	Up to 1 period	Learning Support Team	Sentral Kiosk
Time out card - Regroup and Return Use of Library for timeout.	5-15 minutes	Learning Support Team	Sentral Kiosk
Check in with wellbeing team/SSO/Year Advisor/school counsellor/mentor	When needed	Wellbeing team	Sentral
Check in with Head Teacher or Senior Executive	When needed	HT/DP	Sentral
Restorative practices/reflection activities with HT/Deputy Principal/Principal.	When needed	HT/DP	Sentral

Reviewing dates

Next review date: Day 1, Term 3, 2025

Appendix:

1. [NSG Behaviour Management and Wellbeing Flowchart](#)
2. [NSG Bullying Response Flowchart](#)
3. [NSG Learning and Support Policy and Procedures](#)
4. [NSG Stage 6 N Warning Processes Flowchart](#)
5. [NSG Malpractice Flowchart](#)
6. [NSG Merit Award Scheme](#)
7. [Department Behaviour Response Plan](#)
8. [Department Risk Management Plan](#)
9. [NSG EALD Policy](#)
10. [Department Suspension and Expulsion Procedures](#)
11. [Department Anti-Racism Policy](#)



BEHAVIOUR MANAGEMENT AND WELLBEING FLOW CHART

INAPPROPRIATE BEHAVIOUR OBSERVED

Does this behaviour pose a risk to the safety or wellbeing of the student or others?

NO

YES

INAPPROPRIATE BEHAVIOUR

Manage the behaviour at teacher level and de-escalate the situation by calmly:

- Correcting the behaviour
- Ensuring student understands the corrective response
- Responding proportionally to the level of behaviour displayed

Identify if additional needs are required by checking LSP, IEP or EALD documents for strategies. Consider **additional supports** if it appears that there is a learning support or wellbeing issue causing the behaviour. If the behaviour relates to attendance refer immediately to the Attendance Additional Supports below. Log the incident in SENTRAL Wellbeing.

Has the behaviour stopped or improved?

YES - Provide positive verbal/ non verbal acknowledgement

NO - Speak privately with student and have a serve and return conversation to come up with solutions to resolve the matter. If it continues, the inappropriate behaviour has now become a behaviour of concern.

BEHAVIOUR OF CONCERN

CONSIDER MANDATORY REPORT

BEHAVIOUR OF CONCERN

Classroom Teacher to refer to Head Teacher of Faculty or DP if appropriate. HT/DP to speak privately with student (serve and return conversation), calmly allowing the student to explain the situation to identify strategies to fix the problem.

HT monitors progress by checking-in with teacher for feedback and contacting parent if necessary.

Has the behaviour resolved?

YES - Provide positive verbal/ non verbal acknowledgement

NO - Log a further incident in SENTRAL Wellbeing and refer to the appropriate additional support(s) (see below) for the student to return to normal routine. If bullying suspected refer to the **Bullying Response Flow Chart**.

ADDITIONAL SUPPORTS

ADDITIONAL SUPPORTS

LEARNING SUPPORT TEAM

Notify Year Adviser and Learning Support Team by making a referral through SENTRAL

WELLBEING TEAM

Notify Year Adviser and Wellbeing Team by making a referral through SENTRAL

ATTENDANCE

Notify Year Adviser, HT Wellbeing by logging an attendance incident in SENTRAL. If truancy involved refer immediately to DP. Attendance monitored by YA, HT WB and DP HSLO will assist with any students who are not meeting requirements

MALPRACTICE

Refer to Malpractice or N Award Warning flow charts on SENTRAL where appropriate

SUSPENSION

Consult with DP and Principal and follow DoE formal caution and Suspension and Expulsion Procedures

MANDATORY REPORT

Consult with Senior Executive immediately and follow mandatory reporting procedures.

NSG Bullying Response Flowchart

The following flowchart explains the actions North Sydney Girls High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.



North Sydney Girls High School

Learning and Support Policy and Procedures

Learning Support

NSW public schools are well prepared to support students with disability and additional learning and support needs and staff are ready to answer your questions. Visit our Inclusive Learning Support Hub for more information <https://education.nsw.gov.au/parents-and-carers/inclusive-learning-support>

North Sydney Girls High School's learning and support team plays a key role in providing a collaborative whole school approach to ensuring we meet the specific needs of students with additional learning and support needs, including disability and supporting classroom teachers to ensure quality educational outcomes for all students. We also recognise that there can be many barriers that can make navigating school life difficult for some students. Our Learning Support Team is expertly trained to assist those students who may be facing challenges in their learning and school experience.

Learning Support Team Members

- Learning Support Team Coordinator – Christina Williams
- Head Teacher Wellbeing – Catherine Juhasz
- Deputy Principals – Jane Stocks and Katherine Spillane
- Disability Provisions Coordinators – Dr Liv Evans Yrs 12 and 8, Mary-Kate Churcher • Student Support Officer – Amy Thomas
- EAL/D Teacher – Alison Fowler
- SLSOs Hannah Wah-Day, Ivy Shen, Alexandra Suttor, Natalie Ng
- School Counsellors – Carin Swaddling and Maria Sharrock
- Outside agencies – when required/appropriate.

Our Learning Support Program:

- supports teachers in identifying and responding to the additional learning needs of our students.
- facilitates and coordinates a whole-school approach to improving the learning outcomes of every student.
- designs and implements the support required to build teacher capacity so that all students access quality learning
- develops collaborative partnerships with the school, parents and carers, as well as other professionals and the wider school community
 - provides advice and resources on time management, study and stress management techniques for students on request, particularly senior students navigating their HSC
 - SLSOs available for students to support individual learning needs in the Learning Lounge or classrooms
- coordinates a range of support services available for students who require comprehensive disability and special needs support
 - provides disability provisions for examinations
- coordinates and develops Individual Education Plans, Learning Support Plans, Disability Provisions Plans and EAL/D Support Plans that personalise learning and support. Personalised learning and support processes aim to maximise students' learning outcomes and wellbeing and involve -
 - consulting and collaborating with the student and their support network

- assessing individual student needs
- providing reasonable adjustments to meet the student's assessed needs
- monitoring and reviewing the adjustment's impact
- These areas are continuous, cyclical and will overlap as they are carried out.

For more information on programs and services to help students with additional learning and support needs visit <https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support>.

Teacher Information – Steps for making a referral using Sentral

1. Log on to Sentral
2. Click on **Wellbeing**
3. Select **Learning Support** tab
4. Click on **Learning Support Referral** tab
5. **Search student name-** type in part of name a list will come up **click on name to select 6.**

Referred by – type in your name

7. **Select Subject** – drop down menu
8. **Select referral type** –drop down menu and select **ALL then** –tick areas of concern by clicking in the box
10. **Select reason for referral-** select from dropdown menu areas needed
11. **Select type of plan** – if applicable
12. **What strategies have been used to support the student** – select strategies by clicking on the relevant box
13. **Support Requested** – select from dropdown menu
14. **If HT and/or Parents Notified** – select Yes or No
15. **Notification** – all Learning Support Referrals automatically notify LaST and Deputy – only notify other teachers or parents if necessary
16. **Status** – Select – **Further Action Required**

Learning Support Team Referral Process

Student is identified by class teacher as having additional learning and support needs.

STEP ONE

Make ***instructional adjustments*** to class program AND teaching and learning activities. These may include:

- Chunking information
- Prompting/cues
- Corrective feedback
- Grouping students with similar instructional needs
- Peer support in classroom
- Additional practice of skills
- Reflect on classroom routines
- Explicit teaching
- Contact parent/caregiver – if appropriate

STEP TWO

Collaborative problem solving with colleagues:

- Teacher meets with colleagues (HT/DP/LaST/YA/EALD) to collaborate/problem solve
- Teacher uses ideas and strategies for supporting the student

STEP THREE

Learning Support Team Referral:

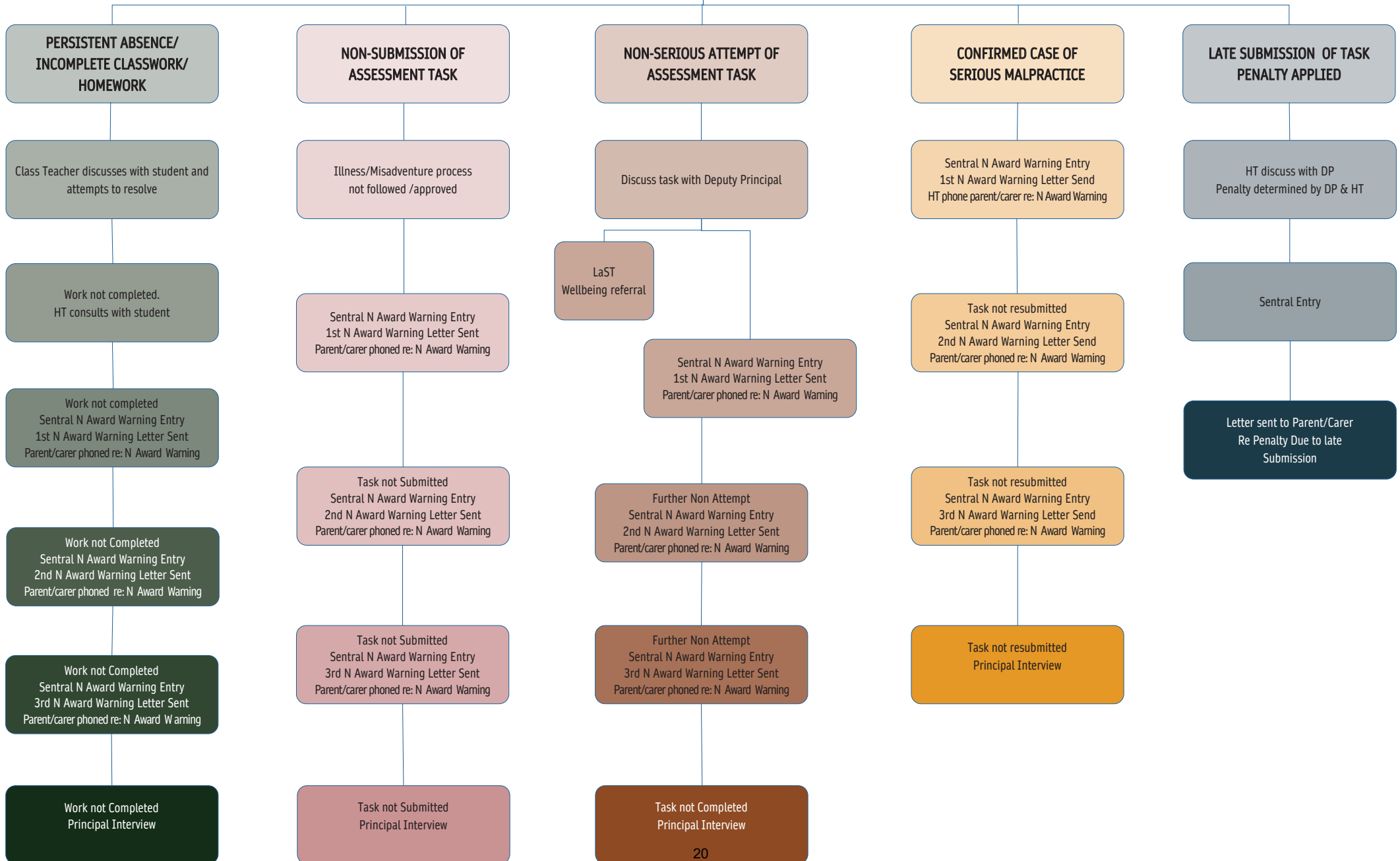
- After steps 1 and 2 have been implemented and the student is still having learning and support needs, teachers will refer the student to the LaST.
- Complete a referral form (Sentral: Communication/Documents/LST referral form).
- The LaST will coordinate a response to the referral utilising school resources.
- IEP, SLP and/or EALD plan created and shared with teachers – Plan Flag on Sentral.
- Teachers will provide reasonable adjustments as per the student's plan to meet their learning needs
- SLSO support implemented if required
- Teachers and SLSOs monitor and review the impact of adjustments
- If a referral is to be made to the School Counsellor, Wellbeing Processes Referrals and support are completed by the HT Wellbeing and LaST.

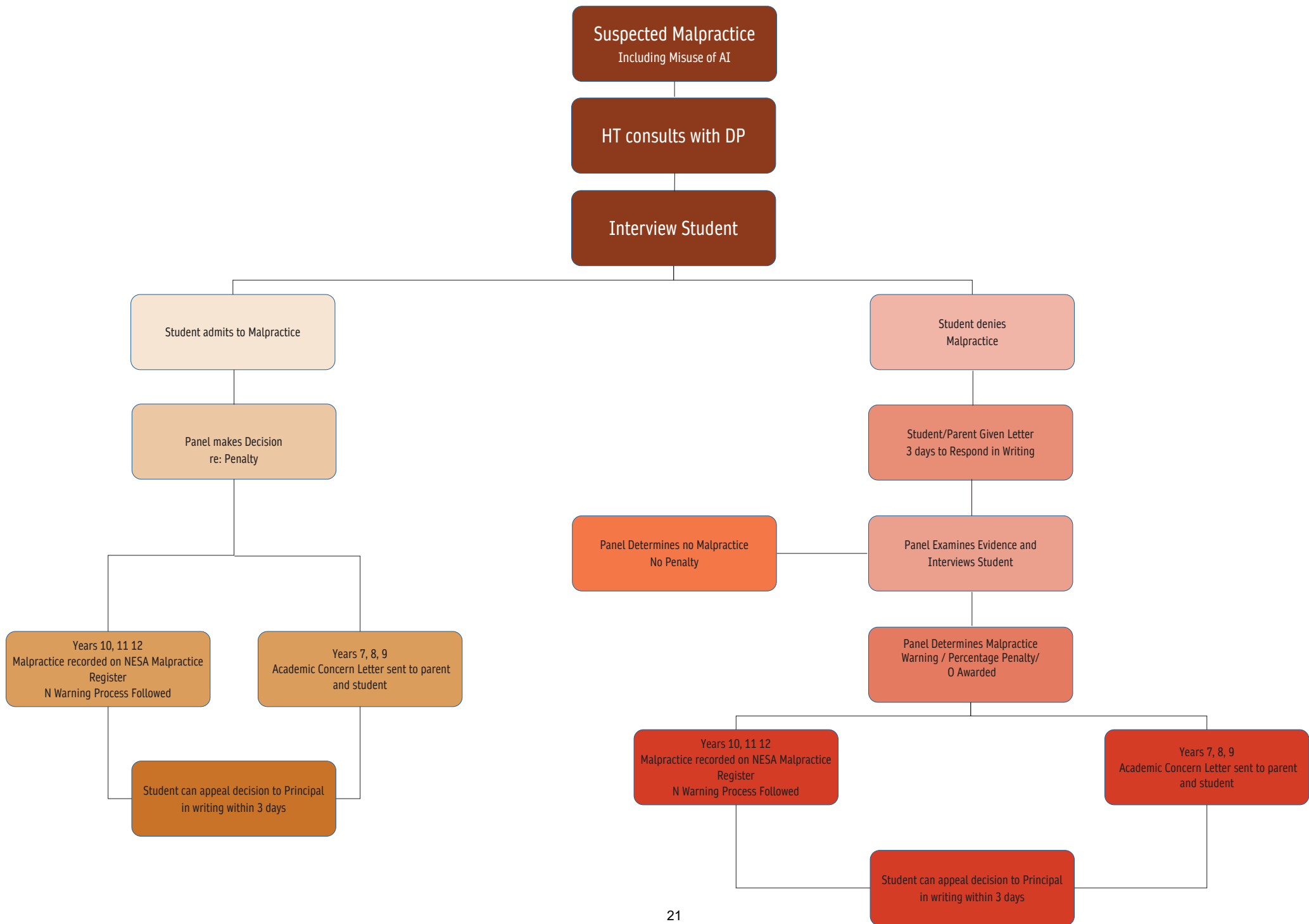
STEP FOUR

Support from External Agencies or Regional Support

- If a student has support needs that cannot be met by school resources, the LaST will seek support from regional or statewide resources
- Students are only referred for support after extensive intervention by the class teacher and school resources
- It is important that parents/caregivers are involved in the decision-making process at this stage of intervention and that communication and collaboration exists between specialists and school personnel

STAGE 6 N-WARNING PROCESSES





North Sydney Girls High School



Merit Award Scheme

Students will be recognised for effort and achievement in classwork and assessment tasks and/or active participation in cultural, sporting, civic and student voice activities that contribute to the life of the school.

Class Merit Awards may be awarded for Years 7-11 throughout the year recognising students who have shown excellence in effort or achievement in the classroom.

Co-Curricular participation merits will recognise students who have volunteered their time to:

- Cultural Activities (e.g. Symphony Orchestra)
- Sporting Activities (e.g. Knockout Volleyball)
- Student Voice and Leadership (e.g. SRC)
- Citizenship and Community Service (e.g. Student Volunteering, Duke of Edinburgh)

Student participation in co-curricular activities will be accessed via the Sentral portal.

Merits will be tallied. In Years 7-10, the fifteen students who have accrued the most merits in each year group, whether academic or co-curricular, will receive a special certificate and receive recognition at Presentation Day. Students must have earned recognition in both Academic and Co-Curricular domains.

In Semester Two, the 15 students with the most merits in each year group will be invited to take part in a discussion to reflect on the year's learning for their cohort. One student from each year group, 7-10 will then be chosen to deliver a speech at Presentation Day as a representation and reflection of that learning.



Behaviour Response Plan – Behaviour Continuum



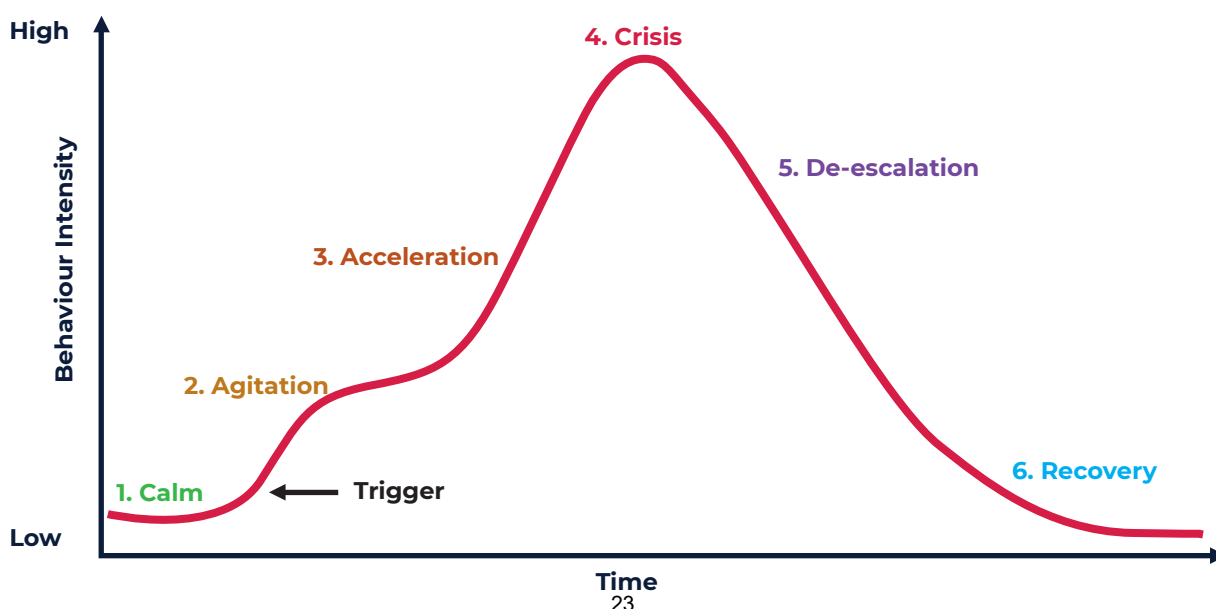
When planning to address challenging or complex behaviours, it is important to start putting individualised preventative supports and strategies in place based on the knowledge of the student, their strengths, experiences and their interactions with the people around them. If the behaviour continues, targeted strategies and plans should be developed.

These proactive preventative strategies will promote long-term positive changes in behaviour and reduce the likelihood of challenging behaviour occurring.

A behaviour response plan is to be used when a student’s behaviour escalates to crisis point and interferes with the safety of staff, the student themselves and those around them. The response plan will guide the actions of others to respond consistently, to reduce the distress of the individual and to keep everybody safe.

The behaviour response plan should be developed with all people relevant to supporting the student. It is divided into 3 columns and 6 rows, with each colour-coded row representing each stage of an escalation behaviour across a continuum:

- when the student is calm (Green)
- early warning signs of upset (Yellow)
- low level challenging behaviours, when the student is more in control (Orange)
- severe loss of control challenging behaviours (Red)
- de-escalation, when the student is starting to regain some control (Purple)
- recovery (Blue)



How to complete the Behaviour Response Plan

1. Start with the left column. This outlines the course of a student's typical pattern of challenging behaviour from beginning to end (even though situations are often quite different).

The Behaviour Response Plan prompt sheet (which is found on the back of the plan) will help you work through each of the boxes to complete the plan.

When filling out the boxes on the left-hand side of the plan, it is important to limit the information only to what people will actually see when the behaviour is at this level (as if you are describing the student to someone who has never met them before) so that the document remains a practical resource.

For example, 'yells and throws objects around the room' is better than 'tantrum' as a description.

2. (a) On the near right column, write strategies matched to each level of escalation in the course of challenging behaviour.

Green strategies are the 3 or 4 key strategies that should be put into practice every day to support the student (link implementation)

Yellow strategies look to help the student to problem solve and communicate or otherwise engage in other activities via redirection and distraction.

Orange strategies are similar to yellow and consider the purpose of the behaviour (being careful not to reinforce inappropriate behaviour)

Red strategies are very different and only about keeping everyone as safe as possible by reducing the severity and duration of the incident.

Purple strategies are about trying to de-escalate the situation and helping the student to recover.

Blue strategies are about maintaining calm and rebuilding relationships.

Note: No strategy will work perfectly every time

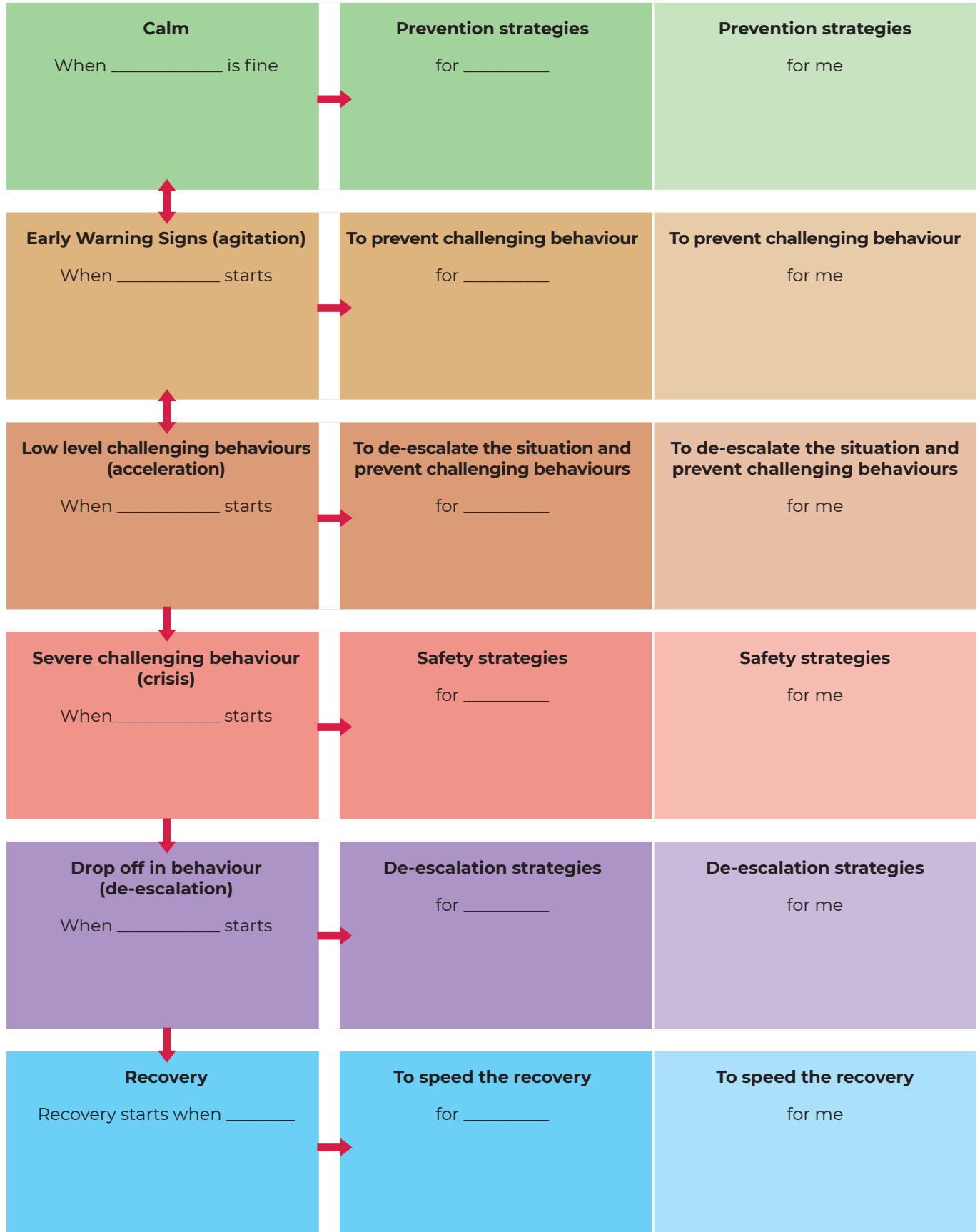
(b) On the far-right column, write strategies for yourself. When faced with persistent challenges all people naturally experience their own stress and distress. We need to be aware of, and able to manage our own physical and emotional reactions to respond in a calm, planned way.

Emotional strategies are often personal, and each support person may need to develop their own plan for coping with the emotional impact of dealing with the challenging behaviour.

Remember: Long term positive behaviour change only happens using proactive preventative strategies that build happiness, develop environments and teach new behaviours and skills. It is okay to 'give in', walk away or ignore behaviour sometimes as long as you have a long-term plan.

Implementing the plan: Once you have developed a behaviour response plan, it is important that everyone who interacts with the student is familiar with the plan and agrees to implement the plan in the same way. The plan can be reviewed and updated as you learn and strategies develop.

Behaviour response plan



Behaviour response plan prompt sheet

<p>Calm</p> <p>When _____ is fine</p> <p>Write in what the student is usually like. For example, chatty and interactive.</p>	<p>Prevention strategies</p> <p>Write in prevention strategies. For example, daily check-in, positive instructions.</p> <p>for _____</p>	<p>Prevention strategies</p> <p>Write in what you will do when the student is fine. For example, follow plan, praise, reward, have fun.</p> <p>for me</p>
<p>Early Warning Signs (agitation)</p> <p>When _____ starts</p> <p>Describe the observable behaviours that show that the student is beginning to feel distressed, anxious or agitated. This could include; withdrawal, talking louder or faster, red face etc.</p>	<p>To prevent challenging behaviour</p> <p>Write in the strategies you are going to use to help the student calm down and feel more comfortable. Preventative strategies could include; giving them space, distraction and redirecting.</p> <p>for _____</p>	<p>To prevent challenging behaviour</p> <p>Write in what helpful thoughts you are going to use for yourself or other staff involved. For example; show empathy, look at the situation from their perspective,</p> <p>for me</p>
<p>Low level challenging behaviours (acceleration)</p> <p>When _____ starts</p> <p>Describe the observable low-level behaviours. At this stage the student is still rational, therefore can still make decisions. These behaviours may look like; swearing, threatening, shoving, etc</p>	<p>To de-escalate the situation and prevent challenging behaviours</p> <p>Write in strategies you will use to help de-escalate the behaviour. Strategies might include; redirecting, distracting, setting limits, giving simple clear instructions, saying "no" differently.</p> <p>for _____</p>	<p>To de-escalate the situation and prevent challenging behaviours</p> <p>Write in what strategies you or other staff will use to stay calm. For example, think positively, deep breaths, remind self that student is not doing on purpose, 'I can do this'</p> <p>for me</p>
<p>Severe challenging behaviour (crisis)</p> <p>When _____ starts</p> <p>Describe the observable severe behaviour. At this stage the student is not rational and has no control over behaviour. There are safety issues. Behaviours include hitting, fighting, etc.</p>	<p>Safety strategies</p> <p>The main goal is to reduce the severity and duration of the episode. Write in safety strategies such as; respecting their space, avoiding verbal interaction, removing other people from area.</p> <p>for _____</p>	<p>Safety strategies</p> <p>Write in what strategies you or other staff will use to remain calm. For example; deep breath, take a break, call for help.</p> <p>for me</p>
<p>Drop off in behaviour (de-escalation)</p> <p>When _____ starts</p> <p>Describe the observable drop off in behaviour. At this stage the student may be confused, lack focus, show signs of denial and withdrawal. This could include: blaming others, denial etc.</p>	<p>De-escalation strategies</p> <p>Write in strategies you will help to de-escalate the behaviour and help the student recover. Strategies might include: use concrete directions and simple statements, provide reasonable choices to redirect, use calm voice/tone.</p> <p>for _____</p>	<p>De-escalation strategies</p> <p>Write in what strategies you or other staff will use to remain calm. For example; deep breath, take a break.</p> <p>for me</p>
<p>Recovery</p> <p>Recovery starts when _____</p> <p>Describe the observable behaviours you see when the student has calmed down. For example; re-engages in communication, cries, asks for a drink.</p>	<p>To speed the recovery</p> <p>Write in strategies to re-establish the relationship and avoid re-escalation. For example; go on with the day as planned.</p> <p>for _____</p>	<p>To speed the recovery</p> <p>Write in strategies to recover yourself. For example; debrief with someone.</p> <p>for me</p>

Health, Safety and Staff Wellbeing

Student-tailored risk management plan

School name		Student and year	
Prepared by	<name> <position> <contact>	Date	Signature
Sign off Authority	<name> <position> <contact>	Date	Signature
Prepared in consultation with		Plan review date	

Risk focus area:	
------------------	--

Relevant history: <i>(Remove box if not relevant)</i>	
--	--



Risk Management process

(insert rows as required)

Hazard/s	Risk/s	Risk rating	Control action/s	Risk rating after controls	Responsible
What presents the potential risk to health and/or safety?	What might happen as a result of the behaviour exhibited, how likely is it and what could be the consequence/s?	Apply <u>WHS Risk Matrix</u>	Action/s to be taken to mitigate the risk/s using the <u>Hierarchy of controls</u> ?	Apply <u>WHS Risk Matrix</u>	Who is responsible for putting controls in place and when?

- Further advice and support is available from within the department, including the School Services, Legal Services and the Health, Safety and Staff Wellbeing Directorate.
- Senior executives should liaise with the Health, Safety and Staff Wellbeing Directorate if considering post-incident support.
- All incidents that relate to a health and safety risk to be notified to the Incident Report and Support Hotline (T: 1800 811 523) in line with the department's Incident Notification and Response Policy and Procedures.
- Consider also a debrief for all staff if necessary and provide details for the Employee Assistance Program (EAP).
- Ensure all child protection related mandatory reporting obligations continue to be followed as required.

Note: Both the 'Risk rating' and the 'Risk rating after controls' are best determined by executive staff at the school, not the Complex Case team. The risk ratings are based on the current controls and the mitigation strategies and take into account the school's knowledge of the student/s, staff, community and physical environment.

Relevant information attached: Yes Details:

Risk matrix and evaluation

Table 1: THE WHS RISK MATRIX

LIKELIHOOD (Probability)		CONSEQUENCE (Severity)				
		Insignificant 1	Minor 2	Moderate 3	Major 4	Critical 5
		No treatment required.	Injury/illness requiring first aid / mental health first aid treatment only.	Physical / psychological condition requiring hospitalisation / ongoing treatment.	Life-threatening injury/illness or multiple hospitalisations.	Death or multiple life-threatening injuries.
Almost certain 5	Expected to occur in most circumstances.	MEDIUM 5	HIGH 10	EXTREME 15	EXTREME 20	EXTREME 25
Likely 4	High probability of occurring in most circumstances.	MEDIUM 4	MEDIUM 8	HIGH 12	EXTREME 16	EXTREME 20
Possible 3	Might occur occasionally.	LOW 3	MEDIUM 6	HIGH 9	HIGH 12	EXTREME 15
Unlikely 2	Could occur at some time, doubtful.	LOW 2	MEDIUM 4	MEDIUM 6	MEDIUM 8	HIGH 10
Rare 1	May occur but only in exceptional circumstances.	LOW 1	LOW 2	LOW 3	MEDIUM 4	MEDIUM 5

Table 2: WHS Risk Evaluation

Risk level	Acceptability	Priority for action to control risk	Sign-off Authority: Schools
Low 1-3	Acceptable	PROCEED while monitoring existing controls. Manage the exposure to the hazard using existing procedures in consultation with workers and respond to any changes.	School Principal or delegate to sign off.
Medium 4-8	Tolerable	PROCEED only after identifying and implementing any additional controls reasonably practicable. Monitor all controls and manage the exposure to the hazard using existing procedures in consultation with workers and respond to any changes.	School Principal or delegate to sign off.
High 9-14	Unacceptable	PAUSE Contact the <u>Complex Cases Team</u> in the Health, Safety and Staff Wellbeing Directorate and other directorates as required to ensure all potential hazards and risks have been identified and the most effective control measures that are reasonably practicable have been documented.	School Principal to sign off.
Extreme 15+	Unacceptable	PAUSE Contact the Director, Educational Leadership for review and the <u>Complex Cases Team</u> in the Health, Safety and Staff Wellbeing Directorate to plan a coordinated response, in consultation with key subject matter experts and partner agencies, to reduce the risk so far as reasonably practicable.	School Principal to sign off.

Hierarchy of controls

CONTROL	EFFECTIVENESS	DESCRIPTION	EXAMPLES
ELIMINATION	BEST	Eliminate the hazard entirely.	Eliminating the risk of a further incident by the Police confiscating the weapon.
SUBSTITUTION	VERY GOOD	Substitute the hazard with safer options.	Replacing personal bladed sharpeners with secured sharpeners for each classroom; changing the student's classroom to the ground floor.
ISOLATION	GOOD	Isolate the hazard from causing harm.	Evacuating other students and staff from an area where risk is present.
ENGINEERING	GOOD	Use engineering controls to reduce the risk.	Installing CCTV; erecting perimeter fencing; installing self-locking gates.
ADMINISTRATIVE	POOR	Administrate and document safe work practices.	Providing the student with the details for the school counsellor; logging incidents on SENTRAL; reviewing the emergency management plan; following the mandatory reporting guidelines; arranging post-incident support for staff.
PPE	WORST	Protect workers with personal protective equipment (PPE).	Providing safety glasses and gloves to staff working with students known to spit.

Need help?

Speak to the [Complex Case Team](#) in the Health, Safety and Staff Wellbeing Directorate

North Sydney Girls High School

English as an Additional Language/Dialect
(EAL/D) Student Support Strategy

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Policy

The NSW Department of Education is committed to providing quality EAL/D support in schools.

The Department's [Multicultural Education Policy](#) articulates the legislative responsibilities under the Community Relations Commission and Principles of Multiculturalism Act, 2000 and responds to the cultural and linguistic diversity in our schools. The policy commits schools to providing opportunities which allow all students to achieve equitable educational and social outcomes, including providing English language and literacy support to EAL/D students. The Multicultural Education Policy applies to all staff working in NSW Public Schools and to all students who attend NSW government schools.

Who are EAL/D learners?

EAL/D learners are students whose first language is a language or dialect other than Standard Australian English who require additional support to assist them to develop English language proficiency.

EAL/D learners may include:

- Overseas and Australian-born students whose first language is a language or dialect other than English,
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional language, creoles and related varieties, or Aboriginal English (ACARA).

High potential and gifted EAL/D students

The [High Potential and Gifted Policy](#) states that high potential and gifted students are found in all communities, regardless of their ethnic, cultural or socio-economic characteristics. Identification processes must be inclusive and free from cultural bias while taking into consideration English language proficiency. Using culturally sensitive criteria when selecting EAL/D students for high potential and gifted programs may assist with the issue of underrepresentation.

EAL/D students with a disability

At times, a concern of teachers of EAL/D students is whether a student's rate of progress in learning English is associated with language learning or disability. Gathering comprehensive information about a student and their competence across all modes of English language can assist teachers to build a profile of the learner leading to a more complete assessment.

Observation of a student may provide more accurate information than standardised tests conducted in an unfamiliar language and context. However, EAL/D students with clearly identified learning difficulties or disabilities will still need assistance to develop their English language proficiency as well as accessing Learning and Support or special education resources available in schools.

Second language acquisition

In NSW Government schools the development of English language proficiency is described using the [ACARA EAL/D Learning Progression](#). This tool provides phase descriptors for beginning, emerging, developing and consolidating English. The time taken to move from one phase of English language proficiency to the next will vary depending on a number of factors including the student's previous educational experience, literacy skills in the first language and previous learning of English. In general, students who have had uninterrupted schooling prior to coming to Australia will progress through the phases more quickly than those who have had limited or disrupted prior schooling.

Table 1: time taken to develop academic language in English with EAL/D support (Thomas & Collier, 1997)

Level of education in their first language	Time taken to develop academic English
Students with education in their first language	4 – 7 years
Students with disrupted education in their first language	Up to 10 years
Students with limited education in any language	7 – 12 years

EAL/D Student Data

EAL/D Annual Survey

EAL/D teacher allocations are reviewed each year according to information provided in the EAL/D annual survey. The survey is conducted mid-year, due at the end of June. The EAL/D Coordinator is responsible to organising student assessments and entering the data into the Enrolment and Registration Number (ERN) at North Sydney Girls High School (NSGHS). This process is undertaken in conjunction with the Deputy Principal (DP) responsible for EAL/D (EAL/D Supervisor).

EAL/D teacher allocations vary each year as the fixed number of EAL/D teacher positions are redistributed according to the survey data. Schools are informed of their EAL/D allocation for the following year by term 4.

Maintain EAL/D in ERN

The ERN process has been established for collection of student data at enrolment. Provisions have been made within the Maintain EAL/D function of ERN to support the updating of all relevant LBOTE and EAL/D student data. While ERN student data is primarily used to inform school programming and planning it is also informs the allocation of resources to schools.

Student EAL/D phase and the date of last assessment should be updated every 6 months. Schools review and update students' EAL/D phase data at the end of each year and prior to the mid-year EAL/D annual survey.

Assessing EAL/D Learners

Initial and ongoing assessment can be conducted using a variety of teaching and assessment tools and must cover a range of purposes and domains of language. To determine a student's phase teachers will need to consider examples of work across all four modes of language, including listening and speaking, to identify the elements that are outlined in the learning progression.

The document '[Using the EAL/D Learning Progression](#)' outlines the steps required to determine and report on the English language proficiency phase of EAL/D students. It includes characteristics

of the learning statements and phase overviews to assist in mapping students' level of need as either Beginning, Emerging, Developing or Consolidating.

Table 2 outlines the processes for assessment and data collection at NSGHS.

Table 2: Process for assessing EAL/D learners at NSGHS

Year	Process	Data collected + location
7	T1: Literacy snapshot assessment (all students) T3: Literacy snapshot assessment (all students) + teacher referrals + T2 reports + NAPLAN	Work samples + data spreadsheet – Data spreadsheet (Google Drive – 8133 – Faculty – EALD – EALD year)
8	T2: Literacy snapshot assessment (all students) T4: Literacy snapshot assessment (students on a phase) + teacher referrals + T2 reports	Work samples + data spreadsheet – Data spreadsheet (Google Drive – 8133 – Faculty – EALD – EALD year)
9	T2: Literacy snapshot assessment (all students) T4: Literacy snapshot assessment (students on a phase) + teacher referrals + T2 reports + NAPLAN	Work samples + data spreadsheet – Data spreadsheet (Google Drive – 8133 – Faculty – EALD – EALD year)
10	T2: Literacy snapshot assessment (all students) T4: Literacy snapshot assessment (students on a phase) + teacher referrals + T2 reports	Work samples + data spreadsheet – Data spreadsheet (Google Drive – 8133 – Faculty – EALD – EALD year)
11	T2: Teacher referrals T4: Teacher referrals + T2 reports (students on a phase)	Data spreadsheet (Google Drive – 8133 – Faculty – EALD – EALD year)
12	T2: Teacher referrals + T2 reports	Data spreadsheet (Google Drive – 8133 – Faculty – EALD – EALD year)

EAL/D Plans

NSGHS students who are identified as being on a phase are flagged with an EALD Plan on Sentral. This allows for the systematic distribution and consideration of data by teachers and teams across the school, including the executive and Learning and Support team. The following information is included in these plans:

- Student's country of birth and home language
- Student's EAL/D phase
- Teaching and assessment strategies
- Date of last assessment
- Literacy snapshot results aligned to reading (comprehension, inference and analysis) and writing (cohesion and grammar)
- Support being delivered, including individual SLSO support sessions.

EAL/D Plans are updated twice per year, after the completion of the assessments for each cohort. In addition, there is a Sentral referral process so teachers can flag the EAL/D Supervisor for additional support.

EAL/D Referral Process

Step One: Teachers to make instructional adjustments to their class program AND teaching and learning activities using the suggested strategies in the individual students Sentral EALD Plan.

Step Two: Teachers to work collaboratively with colleagues, including teachers of the student from other KLAs, to share ideas and strategies to support the individual student. Information on common EAL/D strategies can be found on the ['What works best: EAL/D'](#) webpage.

Step Three: If the individual student requires additional support, teachers can make an EALD referral in Sentral.

Step Four: The EAL/D Coordinator will follow-up with the teacher to options for providing the student with individual support, including (but not limited to): the development of subject specific resources, individual support (withdrawal or sessions in the Learning Lounge), in-class support.

How to make an EALD referral

1. Log on to **Sentral**
2. Click on **Wellbeing**
3. Select the **Learning Support** tab

4. Click on **EALD**
5. Add the student's name under **Students Involved**
6. Select the relevant subject from the **Subject** drop down
7. Check the **EALD Progressions** box under **Record Details – All Students** and select the student's phase from the **Choose a value** dropdown. The student's phase is identified on their Sentral EALD Plan. You may still make a referral if a student does not have an EALD Plan.
8. Provide a brief overview of the issue in the **Incident Summary** box. If possible, include whether the student requires additional support for: reading, writing, listening, or speaking.
9. Check the **Notification** box under **Follow Up Actions – All Students** and select EALD Coordinator from the **Choose a value** dropdown.
10. Select **Further Action Required** in the **Status section** and then **Save**. The EALD Coordinator within a week to arrange additional support for the student.

EAL/D Reporting

All students who have been identified as EAL/D learners require information about their English language proficiency progress included on their report, including the student's overall EAL/D Learning Progression phase.

Whilst the phase only needs to be included once, best practice would be for subject teachers to include a comment about how they have supported their students' English language learning within their subject area. [Reporting English language proficiency to parents: written reports](#) describes a process schools can use to plan for reporting the English language proficiency of their students.

NSGHS EAL/D Team

- EAL/D Supervisor – Jane Stocks (Deputy Principal)
- EAL/D Coordinator – Alison Fowler
- SLSOs – Hannah Wah-Day, Ivy Shen, Alexandra Suttor, Natalie Ng

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