

Billabong High School Behaviour Support and Management Plan

Overview

Billabong High School is committed to a safe, positive and respectful culture in which all students are supported to be engaged in their learning.

Our goal is for each student to participate in society in a meaningful way. We promote excellence, opportunities and wellbeing; we strive to ensure that every learner achieves their potential in a caring and positive environment.

Underpinning our practices are positive relationships, restorative approaches, inclusivity and social emotional learning. High standards of student behaviour are maintained through explicit teaching and modelling of expectations, recurring positive recognition, and consistent and calm planned responses.

School behaviour processes are visible and functional. They enable consistency for staff when responding to student behaviour which does not meet expectations and support students to take responsibility for their choices, acknowledge their impact and learn from their behaviour.

To achieve our goal, the following approaches and programs are prioritised and valued by the school community:

- Restorative practices
- Inclusive systems
- Relationship focused methods
- Social and emotional skills programs
- Proactive and evidence-based strategies

These approaches and programs help foster positive connections, reinforce routines and structure and support a sense of belonging and strong mental health. They strengthen a safe and respectful culture, in which the prevention and response to bullying is based on a whole-school approach.

Partnership with parents and carers

Parents and carers play an important role at Billabong High School. The school has worked with families and students in the development and implementation of school-wide expectations, student behaviour management strategies and this plan by:

- obtaining formal and informal feedback through Tell Them From Me surveys, school-based surveys, consultation with the Parent and Citizens Association and engagement with the Student Representative Council.
- using concerns raised through complaints procedures to review school systems, data and practices.

We regularly communicate student expectations and behaviour management strategies to parents, carers and students through the school newsletter 'Highlights', the school website and Facebook page, as well as Sentral communication tools such as the parent portal and messaging. Links to information and resources in the [Behaviour support toolkit](#) are also provided.

We will continue to consult with the school community using existing communication channels during the development, implementation and review of this plan. The School Community Charter ([School](#)

[Community Charter \(PDF 1.4 MB\)](#) supports parents and carers when engaging with NSW public schools.

School-wide expectations and rules

Billabong High School has the following school-wide expectations and rules:

Best Choice	Here to Learn	School Talk
Listen and follow instructions	Actively participate in learning	Use appropriate language
Care for self and others	Strive for quality work	Speak calmly and politely
Resolve conflict respectfully, calmly and fairly	Seek help and advice	One voice at a time

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students. The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies at each stage of the care continuum: prevention, early intervention, targeted intervention and individual intervention. We use the care continuum guide resource, wellbeing and behaviour data and expertise from the learning and support team to identify students and appropriate strategies which are relevant to our school context.

These approaches and strategies are evidence-based, with a strong focus on universal prevention to promote positive student behaviour, enhance student wellbeing and support student learning. Practices include:

- explicitly teaching classroom expectations
- establishing predictable, structured and consistent routines
- positive feedback and reinforcement to promote expected behaviour
- maximising opportunities for active engagement with learning
- differentiating learning content and tasks to meet the needs of all learners.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Caring Conversations	Students engage with staff for wellbeing check-ins and staff encourage use of healthy coping strategies.	All students Staff
Prevention	Billabong High School Virtual Wellbeing Room	This online support self-help service provides resources for students in a range of areas such as anxiety, anger management, bullying and friendships.	All students

Care Continuum	Strategy or Program	Details	Audience
Prevention Early Intervention	Learning and Wellbeing Hubs	The Hubs provide quiet and safe spaces for students who need to access additional support for their learning and/or wellbeing. Students exited from class under the classroom management plan attend the Wellbeing Hub. Students are also assisted with restorative conversations and uniform needs. Senior students can be supported with their studies.	All students
Prevention	Restorative Conversations	Restorative conversations are held at school to build, maintain and restore positive relationships. It is a positive, pro-social approach which aims to further create an ethos of respect, inclusion, cooperation and responsibility.	All Students Staff
Prevention Early intervention	Student Support Officer	The SSO supports student wellbeing through numerous means such as individual conversations, facilitating mediation, involvement in the SRC and operating several wellbeing programs.	All students
Prevention	The Hive	The Hive is a school-based wellbeing program which offers food to students at no cost each recess. The food items are toasted sandwiches and fruit.	All students
Prevention	Youth Aware of Mental Health (YAM)	YAM is an evidence-based program, which has the strongest evidence for reducing suicide attempts and ideation, and facilitating help-seeking among young people. Emphasis is placed on peer support. Information is given on how and where to find professional help if needed.	Year 9
Prevention	Discovering Relationships Using Music, Beliefs, Emotions, Attitudes and Thoughts Program	The DRUMBEAT program incorporates hand drumming, behavioural therapeutic principles and cognitive and dialectical elements to achieve positive outcomes. It facilitates the social and emotional skills for healthy relationships and values.	Year 7
Prevention	Police Youth Engagement Officer Presentations	Presentations are given throughout the year and can include topics such as healthy relationships, assault and harassment and cyber safety.	All students

Care Continuum	Strategy or Program	Details	Audience
Prevention	School Disco	The school disco engages students in a social event which promotes a sense of belonging, inclusion and positive relationships.	All students
Prevention	Transition: Year 6 to Year 7	The transition program supports incoming students to get to know staff, each other, as well as the school environment and expectations. A taster day is held in Term 2 and orientation day in Term 4. The Learning and Support Teacher and Year Advisor also visit feeder primary schools.	Year 6 Year 10 Staff
Prevention	Sporting Competitions	Students represent the school by participating and/or umpiring a range of sports such as football, cricket, basketball, netball, bowls, boccia, swimming, cross country, athletics and tennis. These events foster responsibility, teamwork and a sense of belonging.	Identified students
Prevention	Colour Run	The colour run engages students and staff in a fun, active and team building event which promotes a sense of belonging, inclusion and positive relationships.	All students
Prevention	Tomorrow Man/Woman	These workshops unpack the history, expectations and facts of modern-day womanhood and manhood. They aim to enable students to tap into their authentic voice and have a positive influence on their relationships and the world.	Year 10
Prevention	Smashed Live Gibber Education	Smashed Live is an empowering and relatable theatre in education program which aims to tackle underage drinking with positive thinking. When young people inevitably face tough choices, Smashed empowers them to make an informed one.	Years 9 & 10
Prevention	Life Ed. Reality Now Drug Education	These programs educate students about various matters relating to drug education. Years 7 and 8: Drugs, smoking and vaping; Years 9 and 10: Alcohol and illicit drugs.	Years 7 & 8 Years 9 & 10
Prevention	Wear It Purple: Diversity & Inclusion Event	This event recognises diversity within the school community and supports the enhancement of a safe and caring environment which all students feel a sense of belonging.	All students

Care Continuum	Strategy or Program	Details	Audience
Prevention	Anti-bullying Programs	The DP presents on anti-bullying at whole school assemblies. Years advisors engage students in anti-bullying activities during group meetings.	All students
Prevention	NAIDOC Week: Diversity & Inclusion Event	This week celebrates the history, culture and achievements of Aboriginal and Torres Strait Island peoples. Several activities are held in the school such as a community breakfast and didgeridoo lessons.	All students Staff Families
Prevention	Do It for Dolly Day	This day is dedicated to bringing the community together, spreading kindness and uniting in helping break the silence around bullying. Students wear blue, are encouraged to bring in a gold coin donation and purchase food organised by the SRC.	All students
Prevention	Attendance Recognition and Communication	The school community celebrates regular and improved attendance each term by awarding certificates and by regularly promoting and informing the community of the importance of attendance.	All students
Prevention	Rotary Youth Driver Awareness (RYDA) Program	RYDA provides students with the tools, habits and motivation to take action and stay safe on our roads as both drivers and passengers throughout their lives.	Year 10
Prevention	Footy Colours Day	Footy Colours Day is a national community fund raising event which helps kids with cancer keep up with school. It enables students to support other young people whilst being active and engaged.	All students Staff
Prevention	Gatherings Aboriginal and Torres Strait Island Families	Families are invited to share morning tea/breakfast in the Yarning Circle and engage in activities to build and strengthen connections.	Aboriginal and Torres Strait Island students and families
Prevention	Year Group Meetings	Each year group meets twice a term to engage in wellbeing activities and strategies around issues such as bullying, gratitude, coping and mental health.	Each year group
Prevention	Year Group Excursions	These year groups attend two-four day excursions to build teamwork, foster positive relationships and expand their knowledge and	Year 7 Year 9 Year 11

Care Continuum	Strategy or Program	Details	Audience
		understanding of numerous curriculum areas in real world contexts.	
Prevention	Year 10 Social	Year 10 and their parents/carers attend an evening in the school hall to acknowledge their end of junior school by dancing and sharing food.	Year 10
Prevention	Cultural Immersion	Students learn about the cultural importance of the didgeridoo, how to play it and build connections to culture and elders.	Male students
Prevention Early intervention	Behaviour Communication	Regular communication supports increased parent/carer understanding about how behaviour is managed. This is provided via the school newsletter and Sentral parent portal. Parents and carers also receive an emailed letter when their child's behaviour is recorded on Sentral for both positive and negative incidents.	Families Staff Students
Prevention	PDHPE Curriculum	The development of self-management skills supports students to take responsibility for their actions and emotions.	Years 7-10
Prevention Early Intervention	Senior Study Mentor	The senior study mentor supports students with various aspects of their studies such as organisation, revision strategies and assessment.	Years 11-12
Early intervention	Love Bites	The Love Bites junior and senior programs promote respectful relationships and healthy decision-making among young people. They include education on topics such as consent, gender stereotypes and bystander intervention.	Year 8 Year 10
Early intervention	Caring Conversations and Follow-up Check-ins	Students engage with staff for wellbeing check-ins and staff encourage use of healthy coping strategies.	All students Staff
Early intervention	Shine	This program aims for each girl to develop understanding of her own personal worth, strength and purpose. It is about equipping students with the knowledge and skills to discover who they are and the person they want to become.	Identified students
Early intervention	Learning and Support Team	Meetings are held to collaborate and plan strategies to support students who	Identified students

Care Continuum	Strategy or Program	Details	Audience
		experiencing wellbeing, behaviour and/or learning challenges.	Staff
Early intervention	Careers Program	The careers program is developed and implemented by the careers advisor to support students in their transition to the workforce, further education and/or apprenticeships and traineeships. Activities include work experience, TAFE/university roadshows and discovery days, as well relevant courses such as white card training.	All students
Early Intervention Targeted intervention	Mental Health Support Apps	Calm Harm: helps with resisting or managing the urge to self-harm Clear Fear: for anxiety management My Calm Beat: for stress reduction Smiling Mind: meditation made easy	Identified students
Early intervention	Sports Ability opportunities: Multisports Day	Opportunities provided by NSW Department of Education School Sport Unit for students with recognised disabilities to experience a range of sporting activities and competitions.	Identified students
Targeted intervention	Seasons for Growth	This small group program is based on a belief that change, loss and grief are part of life and explores what might be experienced and ways we can respond and adapt. It helps to develop skills for coping, problem solving and decision making, as well as builds a peer support network.	Identified male students
Targeted intervention Individual intervention	Learning and Support Plans	The Learning and Support Teacher develops plans for students who require more personalised learning and support. They can include adjustments to teaching, the learning environment and assessment.	Individual students Families Staff
Targeted intervention	Boys to the Bush	This program of five days over five weeks offers a variety of mentoring activities to assist disengaged, disadvantaged and/or “at-risk” youth.	Identified students
Targeted intervention	Extended Transition to High School	This program involves regular visits to our school for Year 6 students who need additional support for a smoother and successful transition to high school.	Identified Year 6 students
Targeted intervention	Re-Navigating Anger and Guilty Emotions (RAGE) Program	RAGE is a six-week strength-based program which aims to support adolescents to deal with and process their emotions in healthy ways.	Identified students

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention Individual intervention	Personalised Learning Pathways	Aboriginal and Torres Strait Island students have an individual personalised learning pathway, which aims to increase engagement and achievement by focusing on individual student strengths, needs, interests and culture.	Aboriginal and Torres Strait Island students and families
Targeted intervention	Post-school Transition Support Program	Students with disability are supported to transition to work and life after school through a range of events such as TAFE access courses, work experience programs and excursions to disability providers.	Identified students
Targeted intervention	High Potential and Gifted Program	This school-based program supports the academic, social and emotional needs of high potential and gifted students. It empowers teachers to strengthen their practice so as to develop the talent of these students.	Identified students
Targeted intervention	Leadership Programs	The school provides several leadership opportunities for students including the Student Representative Council (SRC), umpiring at primary school sport events and youth forums.	Identified students
Targeted intervention Individual intervention	Attendance Support	The school's attendance coordinators monitors and supports student attendance by meeting with families, creating plans and involving other supports such as year advisors, the Wellbeing Health In-reach Nurse Coordinator and the Home School Liaison Officer if required.	Identified students Families HSLO
Individual intervention	Behaviour Support Plans	The wellbeing teacher creates and monitors behaviour plans for students which support positive behaviour through identified strategies.	Identified students Families Staff
Individual intervention	Wellbeing Health In-reach Nurse Coordinator (WHIN)	The WHIN works closely with the school's learning and wellbeing support team and with local health and social services to support students and their families with a wide range of health and wellbeing issues.	Identified students Families WHIN
Individual intervention	School Psychologist	The school psychologist provides direct support for students including counselling, assessment and disability confirmation. They also support schools impacted by emergencies and major community incidents such as natural disasters.	Identified students Families

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Help Lines	The WHIN, school psychologist and wellbeing staff can facilitate access to help lines for students needing additional support. These include Kids Healthline, NSW Mental Health Line and Headspace.	Identified students

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

Prevention: Responses to recognise and reinforce positive, inclusive and safe behaviour.

The Billabong Stars plan is used by staff to recognise and reinforce positive student behaviour, as well as effort, achievement, representation and service in a range of contexts such as class, sport and school community. The plan is a key aspect of the school's wellbeing and behaviour support approach which promotes a supportive, inclusive and positive culture. It aims to foster connectedness and affirms that students behave in positive ways to support learning experiences, health and safety and personal growth. There is an emphasis on 'first attention to best behaviour' to further build positive teacher-student relationships. See Appendix 1.

Early Intervention: Responses to inappropriate behaviour

Teachers use the school Classroom Management plan to respond to behaviour which is low-level inappropriate. The plan provides a clear process for students and teachers regarding behaviour which is not aligned to our school-wide expectations and rules. It has five steps, with the restorative conversation as the final and most crucial part. The conversations support students to reflect on the impact of their behaviour and then enables students and teachers to identify changes that can be made to move forward and make positive behaviour choices. The plan also applies to behaviour in the playground. See Appendix 2.

Targeted/Individualised: Responses to behaviours of concern

Behaviours of concern are those which are challenging, complex and/or unsafe and require more persistent and intensive interventions. They include bullying and are managed by the principal and/or deputy principal (senior executive). The safety of all students and staff is the paramount concern when responding to behaviours of concern and support is offered to those impacted.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

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

Students and parents/carers can report bullying and/or cyberbullying 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 through their year advisor, the school student

support officer and/or school psychologist. The school promotes online safety and the reporting of cyberbullying by students and parents/carers to the [eSafety Commissioner](#). Reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Responses by staff and others which are supportive, measured and respectful reassure students that their reports will be taken seriously and handled appropriately are vital. The school is aware that students can be reluctant to report bullying for various reasons and that when it is reported, it may be after a long period of experiencing unwanted and harmful behaviours. The emphasis on a positive, inclusive and respectful school environment supports wellbeing and is one in which bullying is less likely to occur. The primary aim of the school's response to bullying is to restore a positive learning environment in which all students feel safe, included and respected. The school has clear processes for responding to bullying. See Appendix 3.

Reporting and recording behaviours of concern

Staff record all behaviours of concern and Steps 3 and 4 of the Classroom Management plan in the Sentral Wellbeing platform. We also comply with reporting and responding processes outlined in the [Incident Notification and Response policy](#); [Incident Notification and Response Procedures](#); [Student Behaviour policy](#) and [Suspension and expulsion procedures](#).

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Students are acknowledged for meeting school-wide expectations and rules as part of 'first attention to best behaviour'. Teachers teach and model behaviours and provide opportunities for practice.	Teachers refer to the three school-wide expectations and use indirect responses such as proximity and non-verbal cues.	Staff immediately exit the student from the classroom or playground and advise senior executive.
Teachers give merits for consistent positive behaviour or improvements in behaviour. Students are advised verbally and can receive a written merit card.	Teachers follow the Classroom Management plan Steps 1-3, which provides students with three opportunities to modify their behaviour.	Senior executive take immediate steps to ensure the safety of all students and staff and offer support as needed.
Students receive a certificate at school assemblies and a tangible reward (if approval is given) for bronze, silver or gold levels.	If students do not modify their behaviour, they are then exited to the Wellbeing Hub as Step 4 of the plan.	Interviews take place between the deputy principal and student, which also might involve a written statement by the student. Witnesses to the incident might also be interviewed and a statement obtained.
Prevention-focused programs and strategies are the basis of the whole-school approach to behaviour and wellbeing.	A restorative conversation between the teacher and student is held as the final part of the plan.	A review of behaviour, learning and wellbeing supports is undertaken and consequences are determined based on a range of factors such as

frequency, safety, context and impact.		
Parent/Carer Contact	Parent/Carer Contact	Parent/Carer Contact
Merits and levels are recorded by staff on the Sentral Wellbeing platform and a letter is emailed to advise parents/carers.	Behaviour which reaches Steps 3 and 4 on the Classroom Management Plan is recorded by staff on the Sentral Wellbeing platform and a letter is emailed to advise parents/carers.	The behaviour of concern is recorded on the Sentral Wellbeing platform and a letter is emailed to advise parents/carers. Senior executive contact parents/carers to discuss support and consequences and send written advice as required.

Detention, reflection and restorative practices

Restorative conversations are held at school to build, maintain and restore positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. It is a positive, pro-social approach which aims to further create an ethos of respect, inclusion, cooperation and responsibility.

Detention is used by the school as a fair, reasonable and proportionate disciplinary strategy and to assist students to reflect on their behaviour. It is directed and guided by an understanding of the NSW Department of Education's position which can be found at [Detention and time-out procedures \(nsw.gov.au\)](https://www.nsw.gov.au).

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative conversations Held between teachers and students following a Step 4 exit on the Classroom Management plan and when deemed valuable. They are guided by three overarching questions: 1. What happened? 2. How did this impact you and others? 3. How can we do things differently in the future?	At a lunch break or when all parties are available	Deputy Principal as wellbeing coordinator	Sentral wellbeing platform
Detention Held in the quad playground area for: • Step 4 exits on the Classroom Management plan • Non-compliance with mobile phone policy • Behaviours of concern (challenging, complex or unsafe) • Persistent inappropriate behaviour	Lunch breaks: 20 minutes of the 30 minutes All students are permitted to eat and go to the toilet when needed	Deputy Principal	Sentral wellbeing platform

Review dates

Last review date: N/A

Next review date: 5 February 2026

Appendix 1: Billabong Stars Positive Behaviour Recognition and Reinforcement Plan



Billabong Stars

Positive Power Recognition & Reinforcers

Behaviour - Effort - Achievement - Representation - Service

		Free & Frequent - First attention to best behaviour
		Occasional & Short Term - Contact with parents/carers
		Strong & Long Term - Bronze, Silver & Gold merit

Appendix 2: Billabong High School Classroom Management Plan



Appendix 3: Billabong High School Bullying Response Plan

The school is guided by the national definition of bullying for Australian schools:

*Bullying is an **ongoing** and **deliberate misuse of power** in relationships through **repeated verbal, physical and/or social behaviour** that intends to cause physical, social and/or psychological harm. It can involve an **individual or a group** misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen **in person or online**, via various digital platforms and devices and it can be **obvious** (overt) or **hidden** (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have **immediate, medium and long-term effects** on those involved, including **bystanders**. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.*

