# Overview

Murwillumbah High School (MHS) is an inclusive, collaborative and inspiring environment where students are nurtured, known and enabled to thrive. Our students succeed and positively contribute to a dynamic challenging world. At MHS the school community works towards developing our students as citizens of the world. We have a strong commitment to both classroom and extracurricular activities. Students are supported to excel in whatever field they show interest or potential. Our school community is invested in preparing students for a dynamically changing world and promotes an inclusive and inspiring approach to learning. Our key learning values include Persistence, Curiosity, Creativity, Focus, Collaboration, and Empathy.

As well as following the department's operational policies, we have developed frameworks for our students in line with our school's values and commitments. Values are taught in the classroom to help our students to:

- develop a love of learning
- pursue excellence and high standards
- develop care and respect for themselves and others
- take pride in their work
- exhibit a strong sense of fairness and social justice
- have respect for and understanding of Australia's history including the cultures and experiences of Aboriginal and Torres Strait Islander people as the first peoples of Australia, and Australia as a multicultural society
- have an appreciation of Australia's history and multicultural society
- actively participate as citizens.

## Culturally Safe Schools: Strong Strides Together

MHS consults with the school community and the Aboriginal Education team, Aboriginal student voice team, schools' local Aboriginal community members and Aboriginal team around the school to incorporate local cultural perspectives and practices to ensure a culturally safe learning environment for the Murwillumbah community.

The [NSW Aboriginal Education Consultative Group Inc (NSW AECG)](#) and the NSW Department of Education (the department) agree to use our best endeavours to ensure that every Aboriginal child and young person in NSW achieves their potential through education.

## Partnership with Parents and Carers

The best education happens when parents, carers and schools work together. The [School](#) [Community Charter](#) outlines the responsibilities of parents, carers and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

- Using an interdisciplinary approach that draws on knowledge from different perspectives to support student needs.

- Engaging in regular, ongoing consultation and collaboration with parents/carers to identify and respond to additional learning and support needs.

- Providing opportunities for delivery support staff and other outside agencies to work directly with school staff to build reciprocal understandings about behaviour support.

- Communicating our Wellbeing Programs and Initiatives that we teach to our students. We will aim to use the language from these models and evidence-based approaches across our whole school community to ensure consistency and best support the equity and diverse needs of students and their families.

- Continue to communicate with our Parents and Citizens (P & C) group to further broaden engagement and feedback from our valued community members.

- Consistent communication across all our platforms, including online (school newsletter, school bytes & Facebook), SMS messages, email, letters, and phone calls. This includes communicating positive feedback regarding students, general information, and updates regarding student behaviour.

- Informing parents of our Restorative Practice process when resolving issues at school. Parents and carers are involved in learning and supporting meetings and initiatives at MHS.
  — Provide our parents, carers and school community with opportunities for increased education regarding topics of interest and areas relevant to the school's context.

  This will include parent/carer/teacher interviews, educational information nights and promotion of external services relevant to the school's context and student learning outcomes.

- Student Support Officers will work with parents and carers through a multi-tier of supports and provide community connected services with internal and external agencies.

Murwillumbah High School will partner with families in establishing expectations for parent, carer engagement in developing and implementing student behaviour management strategies, including for bullying and/or cyber 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 the [local AECG](#)

- using concerns raised through [community complaints procedures](#) to review school systems, data and practices in line with Department policy.

Murwillumbah High School will communicate these expectations to parents and carers through the school newsletter, website and Facebook page, and provide links to information and resources in the [Behaviour support toolkit](#). These expectations will also be communi9cated at whole school assemblies.

**School-Wide Expectations and Rules**

All students are expected to:

- attend school every day, unless they are legally excused
- be in class on time and prepared to learn
- maintain a neat appearance and follow the school uniform policy
- behave safely, considerately, and responsibly including when travelling to and from school
- follow class rules, speak courteously, and cooperate with instructions and learning activities
- treat staff, other students, and members of the school community with dignity and respect
- care for property belonging to themselves, the school, and others.

| Be Safe | Be Respectful | Make Learning a Priority |
|---|---|---|
| Respect personal space | Build positive relationships | Have your attitude ready for learning |
| Keep hands and feet to yourself | Own your choices | Phones are Off and Away |
| Make good choices | Nice or nothing | Be on time |
| Choose language that is right for school | Support other people | Ask for support when you need it |

**Behaviour Code for Students**

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

The Behaviour Code for Students can be found at https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01. This document translated into multiple languages is available here: Behaviour code for students

Any behaviour that infringes on other people's safety such as harassment, bullying, cyberbullying, racism or any illegal behaviour will not be tolerated at our school.

## Inclusive Education

The NSW Department of Education is committed to building a more inclusive education system. An education system where every student in known, valued, and cared for and all students are learning to their fullest capability.

1. Student agency and self-determination

2. Parent and carer inclusion

3. Social and cultural inclusion

4. Curriculum inclusion

5. Workforce capability for inclusion

6. System inclusion.

https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/disability-learning-and-support/our-disability-strategy/inclusive-education/Inclusive-Education-Statement.pdf

https://education.nsw.gov.au/about-us/strategies-and-reports/our-disability-inclusion-action-plan-2021-2025/projects/disability-standards-course-for-leaders

## Whole School Approaches Across the Care Continuum

At Murwillumbah High School, the wellbeing and behaviour of our student cohort is dynamic, and we recognise and understand that students may require support at different points on the continuum at various stages of their schooling. Our school has implemented the 'Care continuum' model to routinely monitor and evaluate the strategies and practices used to support student behaviour across the Care Continuum.

The goal of our behaviour interventions is for the students at Murwillumbah High School to learn positive behaviour choices and develop social and emotional skills. Deciding where all students, specific cohorts, or individual students can best be supported on the care continuum involves gathering and analysing relevant information and data, which can then identify our students' needs, set goals, and choose interventions based on the data and identified student needs.

Murwillumbah High School engages with and is supported by the 'Team Around a School' (TAaS) which comprises of Delivery Support representatives from the Wollumbin Principal Network such as 'Learning and Wellbeing Officers/Coordinators', 'Support and Interagency Coordinator', Home School Liaison Officer (HSLO), as well as the 'Aboriginal Community Liaison Officer' (ACLO)

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. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents. Our school has a trained Anti-Racism Contact Officer (ARCO) who plays a critical role in countering racism in our school.

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 practices
- 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
- actively embedding whole school anti-racism education strategies in school planning – inclusive of cultural awareness and safety education
- 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

Murwillumbah High School supports staff by providing Professional Learning that is evidence based to build staff capacity to understand, encourage and teach positive social emotional wellbeing and discourage, prevent, identify, and respond effectively to student behaviours and learning requirements.

- Care Continuum PL – covering and linking back to the tiers of support with reference to case management systems for all staff
- Berry Street Model of Education
- VI/SI – Verbal Intervention/Safety Intervention
- Mandatory Training including Anti-Racism Policy training

Murwillumbah High School has a Learning and Wellbeing team. The learning and wellbeing team meet weekly and comprises of Learning and Support teachers, DPs and wellbeing, SLSO's and SSO's who embed strategies and programs that align with the multi-tiered systems of support from both internal and external networks to ensure ongoing support is delivered to students and staff. This experienced and dedicated team collects information, give recommendations and complete referrals for the teachers of students who require adjustments to access the curriculum and meet their educational goals.

## Murwillumbah High School - Strategies, programs and practices across the Care Continuum

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| **Prevention** | Wellbeing Programs and Scope /Sequence | The Student Support Officer (SSO) develops and implements curriculum-based wellbeing programs/scope and sequence that incorporate self-management, social emotional learning skills and develop and strengthen students' personal responsibility for their actions and emotions | Whole School |
| **Prevention** | External Provider programs | Collegial relationships with external agencies including Murwillumbah Community Centre, Murwillumbah Youth Centre, The Family Centre, and Police Youth Liaison Officers to deliver programs to support students with skills in building respectful relationships, cyber safety awareness, life skills and Social Emotional Learning. Programs including Being Real, Real Skills, Love Bites, Ambition Resilience. | Whole School |
| **Prevention** | Value Spotlight | Embedded into whole school practices. School values are presented at assemblies, KIN house meetings and practiced within daily classroom and student – teacher engagement which includes student plans and goal setting.<br><br>**Key Values:** Focus, persistence, curiosity, creativity, collaboration, empathy. | Whole school |
| **Prevention** | NAIDOC Week | School NAIDOC Week activities to recognise the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples.  Activities include whole school assemblies, Inspiring Yarning Circles, Cooking classes, Biren Dance Performance, Year 7 Language performance and student awards | Whole School |
| **Prevention** | Clubs | Inclusive Education 'Clubs' student led program.  Student engaged in activities of interest for example gardening, market makers, music, choir. Students host a market stall each Term? to sell items made within focus groups.  Builds student creativity, wellbeing and community engagement | Inclusive Education Hub |
| **Prevention** | Kin House Program | Student voice program delivered every day where students meet with likeminded students to engage in interest groups. Program supports building student and teacher relationships and connections, Social Emotional Learning lessons improve school engagement, attendance and promote positive behaviours. Peer support and leadership program for Year 11 students to support and build sense of belonging amongst student cohorts.<br><br>Yellow: Athletics and movement<br>Blue: Creative arts, poetry and music<br>Red: Stem, engineering and robotics<br>Green: Environment- bushwalking, fishing and Landcare<br>Deadlies: Cultural awareness, pride and knowledge | Whole school |
| **Prevention** | Transition Program | Transition to high school program including information evenings, Parent meet and greet, Yarn up and PLP discussions. Transition support planning begins in Term 3 for students, to identify additional supports and support plan development prior to students starting Year 7 | Year 6 and 7 |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| **Prevention** | Yarn Cards | Strength based, Social Emotional Learning (SEL) – student groups meet weekly. Wellbeing cards are used to focus on discussion topics and to gain student perspective on different topics whilst unpacking emotional concepts and constructs in a safe environment. | Whole School |
| **Prevention** | PBL | Positive Behaviour for Learning outlines practices at Murwillumbah High School which bring together a whole school community of practice which contributes developing a positive, safe, respectful, and supportive learning culture. This includes the practice of engaging with Tiered supports to inform NCCD reporting and ensure QDTP Quality Differentiated Teaching Practice. | Whole school |
| **Prevention** | ARCO – Anti-racism Contact Officer | Anti-Racism Contact Officer, school has a nominated and trained staff member to assist principal leading anti-racism education in school. Providing:<br><br>• support to build staff understanding of the impact of racism on student learning and wellbeing<br><br>• advice to students and staff on how to respond when they see or hear incidents of racism<br><br>• advice on what strategies the school can implement to address racism. | Whole School |
| **Prevention, Eary Intervention** | Breakfast Club | Breakfast Club is an opportunity for students to eat a wholesome, nutritious breakfast on a regular basis whilst engaging in social opportunities to build relationships with their peers and school staff. | Whole school |
| **Prevention, Eary Intervention** | Stymie | Stymie provides online reporting for schools. Encrypted, anonymous notifications are delivered within seconds to authorised recipients, who respond according to their well-being framework. The notification provides the option to include images that validate the notification.  Suicide ideation, sexual assault, discrimination, anxiety, depression, bullying, self-harm, physical fights, family violence and illegal activity are reported using Stymie.<br><br>Our purpose is to support young peoples' psychological safety by empowering them with the self-belief that they can #saysomething on their behalf, or as a bystander for someone else. | Whole School, |
| **Prevention/ Early /Targeted/ & Individual intervention** | Restorative Practice | Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair, and maintain healthy relationships. Includes circles and restorative conversations. | Whole school |
| **Early intervention** | PCYC - Fit for Life | Fit for life is an early intervention program designed to engage young people who are at risk of poor choices and anti-social behaviour, through psychical fitness, nutrition and social engagement, and aim to improve overall wellbeing. | Whole school |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| **Early intervention, Targeted and Individual intervention** | Learning and Wellbeing Centre | The learning and wellbeing centre offers every student a safe, inclusive, supported space within the MHS. It provides students with access to support their learning, develop social and emotional regulation skills, referrals to in-school services and external agencies with an informed empathetic understanding, and respectful management. | Whole school |
| **Early intervention, Targeted and Individual intervention** | Learning and Wellbeing Team | The MHS Learning and Wellbeing Team consists of principal, DPs, Learning and Support Teachers, Student Support Officers, School Counsellors and School Psychologists, and Year Advisors. Student supports include Personalised Learning and Support Plans, Stage 4 and 5 targeted literacy programs, risk management plans, student safety plans, time out cards and wellbeing plans to support student needs. | Whole school |
| **Early intervention, Targeted intervention** | Life Ready | Year 11 – A mandatory 25-hours program designed to prepare and support senior students as they encounter situations relating to health and safety. Life Ready focuses on offering opportunities for student to build the functional knowledge and skills for life post-school | Year 11 |
| **Early intervention & Targeted intervention** | Big Picture Program | Big Picture schools create students who are life-long learners. We are committed to providing every student with educational opportunities and quality resources to achieve academic and personal success. | Years 9-12 |
| **Targeted intervention** | Rock and Water | Rock and Water program delivered to students which provides young people a pathway to self-awareness, increased self-confidence and social functioning. | Year 7 |
| **Targeted intervention** | Leadership programs | School leadership, SSO and Learning and Support SEL programs and initiatives providing opportunity for mentorships, student voice and peer support. | Year 7 – 12 |
| **Targeted intervention** | Berry Street Education Model | Staff are trained in the Berry Street Education Model and strategies are embedded into daily practices for teaching and learning in MHS support classes to support increased engagement for students with complex learning needs and to improve all student's self-regulation, relationships, growth, wellbeing and academic achievement.<br><br>The Berry Street Model is also utilised for mapping whole school framework strategies. | Inclusive Education |
| **Targeted Intervention** | Bundjalung Language Program | Aboriginal Language program to develop a rich cultural understanding of Aboriginal cultural perspectives and language.  Special sessions are held with Aunty and students to engage in language and strengthen their knowledge and connection. | Year 7 |
| **Targeted intervention** | Beyond the Broncos Girls Academy | A program to support Aboriginal female students through mentoring, leadership whilst embedding culture in their learning and school environment with the goal of improved attendance and engagement. | Year 7- 12<br><br>Aboriginal female students |
| **Targeted & Individual intervention** | Attendance monitoring | Attendance team targeting lower or declining attendance rates and addressing barriers to improve student attendance | Year 7-12 |

| Care Continuum | Strategy or Program | Details | Audience |
|---|---|---|---|
| **Individual intervention** | 1:1 supports | Intensive support planning, in an alternate learning environment through the learning and wellbeing centre. Referrals can be made to counsellors, psychologists, and senior executives. | Whole school |
| **Prevention, Targeted intervention** | Stronger Smarter Leadership Program | The Stronger Smarter Leadership Program™ equips you to challenge mindsets within schools to actively engage the school community and staff to enact High-Expectations Relationships, promote positive identities and excellence in schools. | Staff |

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

## Recognition for Positive behaviour

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour and in promoting our school values of Persistence, Curiosity, Creativity, Focus, Collaboration, and Empathy. Students are recognised for positive behaviour in the following ways:

- School newsletter
- Facebook
- School assemblies
- Termly acknowledgement, incursions or excursions
- KIN daily meetings

## Murwillumbah High School Rewards System

### 1. "Gotchas" (Instant Recognition System)

Gotchas reward spontaneous acts of positivity around the school. The Gotcha will have a rip tear, one part goes in the random draw box, the other part is kept by the student and 5 Gotchas can be redeemed for a merit certificate with the year advisor. This is recorded on Sentral and Gotcha discarded.

What can students get a Gotcha for?

- Being safe
- Being respectful
- Make learning a priority

How the system works:

- Teachers and staff give out Gotcha tickets on the spot
- Staff write name on the ticket and student puts one section in the Gotcha Box in the front office and keep the other section to redeem for merits
- 5 Weekly Draws at Assembly – Each winner receives a canteen voucher (Includes VIP Front-of-Line Service). Students announced at assembly, students don't get up to collect.

### 2. Merit Certificates

Merit Certificates recognise consistent effort, achievement, and positive contributions.

Categories for Merit Certificates:

- Academic Excellence – High achievement or improvement in subjects.
- Positive Behaviour – Be safe, be respectful, make learning a priority
- School Service – Leadership, volunteering, or representing the school.
- Sporting Achievement – Outstanding performance or sportsmanship.

How to earn rewards:

- 3 Merit Certificates - Canteen Voucher (Includes VIP Front-of-Line Service)
- 6 Merit Certificates - McDonald's, Subway, Gym, Sushi, KFC, Bakery, IGA Voucher $10
- 10 Merit Certificates - Principal's Award (Presented at Formal Assembly)
- Students give the year advisor their certificates, they sign the back of certificates and issue prizes and record on Sentral. Principal's Award goes to front office.

## 3. Positive Postcards Home

Teachers and staff can send postcards home to recognise students for outstanding positive choices. The postcards serve as a special acknowledgment for students and their families. This encourages a strong school-home connection and reinforces good behaviour.

## 4. End of semester rewards day

Merits are used as the basis for the rewards excursion, students pay for this:

- Semester 1 Reward: Year advisors to organise rewards event in stages
- Semester 2 Reward: Wet'n'Wild whole school

## RESPONSIBILITIES:

## Classroom Teacher (CRT)

### GOTCHA
- Carry Gotchas, especially on playground duty, and distribute to students for following our school values - **We are safe, We are Respectful, Make Learning a Priority**
- Write the student's name on both ends of the gotcha

### MERIT CERTIFICATE
- Distribute Merit Certificates for academic, sporting, cultural and community success
- Where applicable, indicate to students what will warrant a merit certificate
- Document on Sentral

### POST CARDS
- Distribute Postcards to parents for positive application at school

## Year Advisor

### GOTCHA
- Collect 5 Gotchas from students and write out a Merit Certificate
- Destroy handed in Gotchas

**MERIT CERTIFICATE**
- Collect three Merit Certificates and issue a canteen voucher
- Collect six Merit Certificates and issue a $10 voucher
- Sign the back of the Merit Certificates and document on Sentral, there are separate entries for 3 and 6 merits

**SEMESTER EXCURSIONS**
- Organise Semester 1 and 2 excursions and VOR

## Office Staff

**GOTCHA**
- Draw a Gotcha from each of the year group boxes and publish this list on Sentral

**MERIT CERTIFICATE**
- Collect ten Merit Certificates from students and print out Principal's Certificate for Zoe Tiernan to sign

## Principal

**MERIT CERTIFICATE**
- Sign Principal's Award and present to student

## Responses to serious behaviours of concern

Responses for serious behaviours of concern including students who display negative behaviours, bullying including cyber bullying and racial bullying behaviours, are recorded on Sentral. These may include:
- documenting the incident
- communication and collaboration with parents/carers (phone, email, case management meeting,)
- implement behaviour support strategies for example teacher directed or self-directed time out/detention and/or reflection time, restorative practice
- refer/monitor student through learning and wellbeing team
- refer incident to Year Advisor or Deputy depending on level of incident
- 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.

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, 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.

## MURWILLUMBAH HIGH SCHOOL ANTI-BULLYING PROCESS (2025)

### 1. Purpose
Murwillumbah High School is committed to creating and maintaining a safe, inclusive, and respectful environment for all students and staff. The purpose of this Anti-Bullying Process is to:
- Prevent bullying in all its forms.
- Promote a positive school culture based on being safe, being respectful and ready to learn.
- Align with the MHS Student Behaviour Support and Management Plan (SMSBP).
- Ensure the wellbeing and safety of all students through proactive prevention and consistent responses.

### 2. Definition of Bullying
Bullying is repeated, deliberate behaviour that is intended to cause physical, social, or psychological harm. It involves an imbalance of power and can be carried out by individuals or groups. It includes:
- Physical bullying – hitting, pushing, or any form of physical aggression.
- Verbal bullying – name-calling, teasing, intimidation, or making threats.
- Social bullying – excluding someone, spreading rumours, or damaging someone's social standing or relationships.
- Cyberbullying – using technology (social media, texts, online platforms) to intimidate, harass, or threaten others.
- Bullying is not a one-off disagreement or isolated act of aggression, but a repeated pattern of harmful behaviour.

### 3. Objectives
Murwillumbah High School's anti-bullying initiatives aim to:
- Foster a safe and supportive learning environment for all.
- Raise awareness of the different forms and consequences of bullying.
- Encourage respectful relationships through positive behavioural expectations.
- Provide clear and accessible procedures for reporting and responding to bullying.
- Support students who experience bullying and educate those engaging in such behaviours.
- Comply with the SBSMP through evidence-based interventions and restorative practices.

### 4. Prevention Strategies
We take a whole-school approach to bullying prevention that includes:
- Incorporating respectful relationships and resilience education into the curriculum.
- Promoting the school's core values and positive behaviour expectations.

- Engaging students, staff, and parents in regular anti-bullying workshops and awareness campaigns.
- Celebrating Bullying No Way: National week of action and White Ribbon month annually.
- Encouraging peer-led programs, such as student ambassadors or buddy systems.
- Providing professional development for staff on behaviour management and student wellbeing.

## 5. Reporting Bullying

Murwillumbah High School encourages a culture of openness and safety around reporting bullying. Anyone in the school community – students, staff, or parents – can report bullying through the following methods:
- Speaking to a teacher, Year Advisor, Deputy, Student Support Officer, Student Learning Support Officer or School Counsellor.
- Submitting a report via the school's anonymous reporting system (i.e., Stymie).
- Contacting the school office in person, by phone, or via email.
- All reports are treated with sensitivity and confidentiality, and all students are encouraged to be "upstanders" rather than bystanders.

## 6. Responding to Bullying

When a bullying incident is reported, the school will:
1. Acknowledge the report promptly.
2. Investigate the situation thoroughly and fairly. (Year advisor or SSO)
3. Document findings and actions taken.
4. Apply appropriate responses according to the School Behaviour Support and Management Plan, which may include:
   - Restorative conferences
   - Counselling for all parties involved
   - Behaviour contracts and agreements
   - Mediation or peer resolution
   - Disciplinary actions if required
5. Monitor the situation to prevent recurrence and maintain safety.
6. Parents and carers will be informed and involved throughout the process as appropriate.

## 7. Support for Students

Murwillumbah High School prioritises student wellbeing through:
- Access to school counselling services and external referrals if needed.
- Ongoing check-ins with the wellbeing team.
- Peer mentoring or buddy programs.
- Workshops on coping strategies, self-esteem, and emotional regulation.
- Tailored support plans for students at risk of harm or disengagement.

## 8. Roles and Responsibilities

| Group | Responsibility |
|---|---|
| Principal & Executive | Ensure implementation, review, and compliance with the process. Provide leadership in wellbeing and behaviour. Regularly review of the SBSMP and its roles and responsibilities. |

| Teachers & Staff | Model respectful behaviour, report bullying, and support targeted students. Integrate prevention into daily practice. |
|---|---|
| Students | Treat others with respect, report bullying, and support peers. Engage positively in restorative practices. |
| Parents/Caregivers | Communicate concerns, support school efforts, and encourage respectful behaviour at home. |

## 9. Monitoring, Review and Evaluation

This process is reviewed annually by the school executive in consultation with students, staff, and the wider community. Evaluation will include:

- Surveys and wellbeing data
- Incident records and response outcomes
- Feedback from students, parents, and staff
- Updates from the Department of Education and best-practice research

Adjustments will be made to ensure the process remains effective, inclusive, and aligned with departmental frameworks.

## 10. Conclusion

At Murwillumbah High School, we believe that every student has the right to feel safe, valued, and supported. Bullying in any form is not tolerated. By working together, we can build a learning community where being safe, being respectful and ready to learn prevail.

## Bullying and Cyber-Bullying.

Schools are required to establish strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour.

## Reporting and recording behaviours of concern

Staff will comply with the 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.

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.

| Prevention | Early Intervention | Targeted | Individual |
|---|---|---|---|
| Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour<br><br>Students respond positively to explicit teaching of expectations<br><br>Students accept correction and feedback<br><br>Students acquire new interpersonal and social skills that support engagement with learning<br><br>Low-level behaviours easily managed by the teacher | Difficulties with concentration<br><br>Continuous low-level disruptive behaviour, also known as minor behaviours may include:<br><br>• calling out<br>• out of seat<br>• low-level teasing<br>• out of bounds<br>• lack of personal space/boundaries<br>• not following instructions<br>• under-developed learning behaviours<br>• incomplete tasks<br>• off task behaviour<br>• lateness<br>• unprepared for learning. | Under-developed social skills:<br><br>• sharing and turn-taking<br>• friendship skills<br>• conversational skills.<br><br>Language and communication difficulties<br><br>Self-regulation difficulties<br><br>Poor conflict resolution skills<br><br>Bullying others or being bullied including cyber bullying and racism<br><br>Poor attendance | Behaviours of concern, also known as major behaviours in PBL, are defined as challenging, complex or unsafe behaviour that requires more persistent or intensive interventions. This may include:<br><br>• continued / persistent disobedient and/or disruptive behaviour<br>• verbal abuse<br>• physical aggression<br>• severe self-injurious behaviour<br>• malicious damage to or theft of property<br>• severe risk-taking behaviour<br>• shut down response<br>• persistent bullying and cyber bullying<br>• misuse of technology<br>• discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity. |

The following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

| Prevention<br><br>Responses to recognise and reinforce positive, inclusive and safe behaviour | Early Intervention<br><br>Responses to minor inappropriate behaviour are teacher-managed. | Targeted/Individualised<br><br>Responses to behaviours of concern are executive managed |
|---|---|---|
| Teacher at class before or on the bell<br><br>Seating plan<br><br>In class use of brain breaks<br><br>Explicitly teach self-regulations strategies<br><br>Apply strategies to action student's plan | Scaffolding and chunking of concepts and skills<br><br>Clear step by step instructions<br><br>Provide alternative instructions<br><br>Reduce pace and amount of instructions to increase processing time | Extra supervision in playground /between lessons<br><br>Learning and Wellbeing team referral<br><br>Alternate attendance program<br><br>Check in with identified staff<br><br>Individual Education plan |

| | | |
|---|---|---|
| Differentiated teaching and adjustments<br><br>Explicit teaching of behaviour, social and learning skills<br><br>Speaking respectfully with the students and calmly offering the available choices<br><br>Take up time AND Wait and Scan AND Check for understanding<br><br>Parallel queuing<br><br>Acknowledging students on task to encourage on task behaviour for others<br><br>Deliberately ignoring low level off task behaviour | Focus on positive feedback<br><br>Discuss behaviour at a later time when calm<br><br>Use Zones of Regulation as visual<br><br>SLSO support<br><br>Use a token economy for agreed upon privileges<br><br>Attendance monitoring and Family Contact<br><br>Use of Social stories to teach new skills and behaviours | Targeted wellbeing programs<br><br>Risk Management Plans<br><br>Complex Case Management |
| Behaviour expectations are taught and referred to regularly.<br><br>Teachers model behaviours and provide opportunities for practice.<br><br>Students are acknowledged for meeting school-wide expectations and rules. | Refer to school-wide expectations. | Contact office to seek help from HT/DP straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day. |
| Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour. | Use indirect responses e.g.<br><br>Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. | HT/DP/CT to take immediate steps to restore safety and return the situation to calm by using appropriate strategies such as: redirecting to another area or activity, providing reassurance or offering choices.<br><br>Incident review and planning is scheduled for a later time, determined by the context and nature of the incident. |
| Tangible reinforcers include those that are: | Use direct responses e.g. rule reminder, re-teach, provide choice, scripted | HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. |

| | | |
|---|---|---|
| • free and frequent<br>• moderate and intermittent<br>• significant and infrequent<br><br>Intermittent and infrequent reinforcers are recorded on Sentral | interventions, student conference.<br><br>Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied. | HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone.<br><br>DP/P may consider further action for e.g. formal caution/suspension. |
| Social-emotional learning programs are delivered through a universal wellbeing scope and sequence | Teacher records on Sentral<br><br>Monitor and inform the family if repeated. For some incidents, a referral is made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator. | Refer to the school's Learning and Wellbeing Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment. |
| **Teacher/parent contact** | **Teacher/parent contact** | **Teacher/parent contact** |
| Parents are notified when intermittent and infrequent reinforcers are recorded on Sentral<br><br>Student awards for positive behaviour are provided fortnightly | Teacher contacts parents by phone or email when a range of corrective responses have not been successful.<br><br>Individual planning and referral to Learning and Wellbeing Team. | 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. |

**Detention, reflection and restorative practices**

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The length of reflection time will be appropriate to the age/developmental level of the student and determined by the appropriate staff member/s.

| Strategy | When and how long? | Who coordinates? | How are these recorded? |
|---|---|---|---|
| **Alternate break plan –** withdrawal from playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention) | Break Times | School Executive | Sentral |
| **Restorative practice –** peer mediation, circles or restorative conversations in groups | Scheduled as soon as all involved are available | Year Advisor<br>Depuy Principals | Sentral |

Schools are required to establish strategies and practices to encourage positive student behaviour, recognise and reinforce student achievement and wellbeing, and manage disruptive student behaviour.

**SBSMP Consultation**

Murwillumbah High School communicate information and expectations to parents and carers through a range of communication modes, including social media, parent portal and school newsletters to ensure inclusivity and increase meaningful engagement with school communities.

We have an active P&C team which met in 2024 as part of the consultation process prior to implementing our SBSMP.

**SBSMP Review**

A review of this plan will be conducted in <u>Term 4, 2025</u> and will include consultation with key stakeholders.

**Policy Requirements**

This School Behaviour Support and Management Plan (SBSMP) has been written and implemented by Murwillumbah Learning Community High School as part of the [Student Behaviour policy](). Our plan has been developed in consultation with key stakeholders and will be reviewed annually. This document will be published on our school website at: [https://murwillumb-h.schools.nsw.gov.au/](https://murwillumb-h.schools.nsw.gov.au/)

**Review dates**

Last review date: December 2024

Next review date: December 2025

## Roles and Responsibilities

Public Schools, including Directors, Educational Leadership and Delivery Support Team Around a School provide proactive and responsive specialist advice and support for schools in the development, implementation, and monitoring of the SBSMP.

| Responsibilities | Details | ACTION |
|---|---|---|
| **Students have the responsibility to:** | • fully understand what "bullying" is,<br>• be inclusive and respect other students, their teachers, school staff, and community members, and to not bully, harass, intimidate, or discriminate against anyone in our schools, and are expected to behave in a manner as outlined in the Behaviour Code for Students<br>• behave responsibly when using digital devices and online services, including social media platforms<br>• monitor their own behaviour so that it does not result in anyone experiencing racism<br>• behave as responsible bystanders. | • behave appropriately, respecting all members of the school community and their differences and backgrounds<br>• report incidents of bullying including cyberbullying when they occur<br>• all school staff to monitor the use by students of digital devices and online services<br>• report any incidents of racism to teachers<br>• call out racism and racial bullying, if safe to do so as an upstander. |
| **Parents and Caregivers have a responsibility to:** | • work in partnership with the school to implement the School Behaviour Support and Management Plan (SBSMP), supporting their child to behave in accordance with the Behaviour Code for Students<br>• resolve issues in relation to their child's behaviour, and communicating with school staff and the school community respectfully and collaboratively consistent with the School Community Charter<br>• work collaboratively with the school to resolve negative behaviours or incidents of bullying including cyberbullying when they occur<br>• adhere to the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy<br>• demonstrate respect for the cultural, linguistic and religious backgrounds of others and behave in ways that promote acceptance and harmony in the school environment. | • collaborate with the school during the development, monitoring, and review of the School Behaviour Support and Management Plan (SBSMP), as appropriate<br>• support their children to become responsible citizens and to develop responsible online behaviour<br>• report incidents of negative behaviour or bullying including cyberbullying to the school<br>• support their children in developing positive responses to incidents of negative behaviour, bullying including cyber bullying<br>• ensure that no student, employee, parent, caregiver, or community member should experience racism within the school environment. |
| **School executives and teachers have a responsibility to:** | • contribute to the development, monitoring, and review of the SBSMP, as appropriate<br>• support the school in maintaining a safe, inclusive, respectful and supportive learning environment by implementing and embedding the | • implement the processes and strategies within the SBSMP<br>• model and promote appropriate relationships and behaviours<br>• teach students to identify, report and respond to bullying at school and online |

| | | |
|---|---|---|
| | processes and strategies within the SBSMP<br><br>• promote a school culture where negative behaviours and bullying including cyberbullying is not acceptable,<br><br>• manage reports of incidents, negative behaviours, bullying and cyber bullying, and escalate matters to the principal (or delegate) when necessary<br><br>• encourage high levels of parental and community involvement in the school to improve student attendance, engagement, learning and behaviour, in consultation with the Team within the School and or the Team Around a School (TAaS)<br><br>• monitor the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy<br><br>• complete the department's mandatory Anti-Racism policy training and appropriately respond to incidents of racism. | • log data entries in Sentral with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable)<br><br>• work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways<br><br>• follow the objectives of the Student Use of Mobile Phones in Schools Management Plan, as per Staff Handbook and monitor and respond to inappropriate usage<br><br>• address racism, promote cultural safety, diversity, inclusion and intercultural understanding<br><br>• encourage mutual respect and implement programs and practices that are culturally inclusive and non-discriminatory. |
| **Non-teaching staff have a responsibility to** | • contribute to the development, monitoring and review of the SBSMP, as appropriate<br><br>• support the school in maintaining a safe, inclusive and supportive learning environment<br><br>• report behaviours of concern to a teacher or supervisor<br><br>• complete the department's mandatory Anti-Racism policy training and appropriately respond to incidents of racism. | • Implement and embed in daily school practices the processes and strategies within the SBSMP<br><br>• model and promote appropriate relationships and behaviours<br><br>• log data entries in Sentral with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable). |
| **Principals (or their delegate) have the responsibility to:** | • lead the school community in developing, implementing and monitoring the SBSMP<br><br>• ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate<br><br>• maintain a positive school climate that includes respectful relationships<br><br>• identify patterns of negative incidents and bullying including cyber bullying behaviour and initiate a focused and targeted response, | • conduct an annual review of the plan SBSMP<br><br>• review Sentral Data and respond to matters in a timely manner<br><br>• from data, refer students to the Learning Wellbeing team to action structured and effective support strategies for students and staff<br><br>• extract relevant data from Sentral and where necessary engage internal support and/or TAaS, |

| | |
|---|---|
| <ul><li>manage complaints about negative behaviour and bullying in accordance with the Complaints Handling Policy</li><li>ensure all staff are provided with the opportunity to improve their skills in behaviour management or responding to incidents</li><li>work in partnership with parents and carers to address any concerns about student behaviour and establish support mechanisms that promote positive behaviours</li><li>ensure all staff, parents and carers, and students are aware of the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy,</li><li>review any students that have a medical, learning or wellbeing need that requires an exemption to the mobile phone plan,</li><li>have a trained Anti-Racism Contact Officer who assists the principal to lead anti-racism education and address incidents of racism.</li></ul> | <ul><li>provide teachers and other school staff with wellbeing support and professional development to discourage, prevent, identify and respond to negative and bullying behaviour from students</li><li>work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways</li><li>ensure all staff are aware of the exemption for a student to use a mobile phone,</li><li>all staff have completed the mandatory Anti-Racism Policy Training course to increase staff understanding of the nature and impact of racism</li><li>familiarise staff with the revised Anti-Racism Policy and increase staff understanding of their responsibilities in implementing the policy.</li></ul> |

## Definitions

| Term | Definition |
|---|---|
| **Behaviour of concern** | 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, developmentally appropriate behaviour. |
| **Bullying** | Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. |
| **School Behaviour Support and Management Plan** | An operational document that outlines school processes and practices for behaviour support and management. It must be published on the school website, so it is available to all students, parents, carers and school staff. |
| **Time-out / Detention** | Teacher-directed timeout strategy is a de-escalation and restorative practice strategy and occurs where a student is directed away from an educational activity or setting when they engage in behaviours of concern. It is used after other de-escalation strategies and teaching practices have been tried. |
| | Timeout class enables a student to remove themselves from a situation or environment causing stress. It is a planned informal behaviour support strategy that may be used as part of a behaviour support response and documented as an agreed strategy. |

**School Excellence Framework (SEF), Annual School Report and Strategic Improvement Plan**

| SEF Domain and Element | Murwillumbah Learning Community High School 2023 Self-Assessment | | Murwillumbah High School Target 2024-2025 |
|---|---|---|---|
| **Learning Domain**<br><br>Wellbeing<br><br>**Theme**<br><br>Behaviour | Sustaining & Growing<br><br>Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective and safe conditions for teaching and learning. Behaviour expectations are consistently applied throughout the school to enhance engagement and participation of students | ➡ | Excelling<br><br>Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom. |

https://reports.sparo.schools.nsw.gov.au/annual-report/2023/8129/2023_Murwillumbah_Learning_Community_High_School_Annual_Report.pdf

The 2023 Annual School Report includes the schools SEF for Murwillumbah Learning Community High School and is aligned with our Strategic Improvement Plan 2021-2025. The following initiatives have been implemented into our school and embedded with our Strategic Directions to move us from Sustaining & Growing to Excelling for Behaviour.


We strive to develop a school culture that prioritises a sense of belonging for young people through flexibility in student learning choices, high expectations and respectful relationships. We are committed to building pathways for lifelong learning for our young people, through developing quality transition processes and post school pathways.

Students have access to a broad curriculum, and we value the voice of our community. Our staff are committed to equipping young people with the skills necessary to thrive in an ever-changing world. We aim to facilitate opportunities for students to achieve their best through quality teaching practices that foster communication, creativity, equity and collaboration.

**Behaviour Flowchart**

# MURWILLUMBAH HIGH SCHOOL

Behaviour Consistency Flowchart / Roles and Responsibilities

## BEHAVIOUR

Explicit instruction and establish clear expectations for classroom and school ground management reflecting school values

**One Off: 1st Instance**
- Remind and re-establish expectations
- State consequence

**Repeated: 2nd instance**
If behaviour continues - remind, reteach, follow up with consequence.
- Classroom detention / time out

**3rd Instance**
- Remind, reteach, follow up with phone call to parent/carer.
- Document on Sentral

**4th Instance**
- Refer student to HT / DP
- Apply behaviour action (Individual and appropriate) timeout / detention / reflection / negotiation / restorative practice
- Parent/carer contact

- Teacher enters incident on **Sentral.**
- Parent / carer notified
- HT enters incident on Sentral

### TEACHER / CLASSROOM MANAGED

**Be Respectful**
- arguing / backchat / calling out
- swearing among peers, intentional swearing
- name calling / teasing / not using friendly talk
- accidental breakage or misuse of property

**Be Safe**
- rough play
- out of bounds
- toilet play
- pushing / shoving / tripping
- unsafe movement, climbing low level

**Be Ready to Learn**
- rough play
- out of bounds
- toilet play
- pushing / shoving / tripping
- unsafe movement, climbing low level

## SERIOUS BEHAVIOUR OF CONCERN

### EXECUTIVE AND / OR DELEGATE MANAGED

**Be Respectful**
- verbally aggressive / offensive / threatening language
- intentionally swearing at adult
- bullying / harassment
- racial or sexually inappropriate talk
- cyber bullying or misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.
- damage / vandalism, destructive use of equipment (expensive)

**Be Safe**
- sexualised behaviour / invading privacy
- physically aggressive, intentionally striking, spitting
- physical violence / harm or unacceptable risk to health and safety

**Be Ready to Learn**
- aggressive refusal
- repeated out of bounds / absconding climbing high level structures

**1st Instance**
- Refer student to DP / HT wellbeing
- Review incident
- Determine consequence
- DP or delegate enters incident on Sentral
- Parent/carer notified

**2nd Instance**
- Refer student to DP / Principal
- Review incident
- School based meeting with parent / carer and / or Tier 4 meeting referral
- Learning support team referral and intervention
- Implement Individual dynamic?plan / behaviour support plan / risk management plan
- Notify KIN teacher and YA

- Principal / DP to determine consequence
- Complete necessary paperwork

- Apply behaviour action (Individual and appropriate)
  - Restorative practice / reflection / negotiation
  - Return to learning
  - LST support implemented for students returning to class from detention / time out / suspension

**Positive behaviour acknowledged and affirmation where school values and expectations are followed**

# MURWILLUMBAH HIGH SCHOOL

| Prevention | Early Intervention | Targeted Intervention |
|---|---|---|
| Teacher at class before or on the bell | | |
| Seating plan | Scaffolding and chunking of concepts and skills | |
| In class use of brain breaks | Clear step by step instructions | |
| Explicitly teach self-regulations strategies | Provide alternative instructions | Extra supervision in playground /between lessons |
| Apply strategies to action student's plan | Reduce pace and amount of instructions to increase processing time | Learning and Wellbeing team referral |
| Differentiated teaching and adjustments | | Alternate attendance program |
| Explicit teaching of behaviour, social and learning skills | Focus on positive feedback | |
| | Discuss behaviour at a later time when calm | Check in with identified staff |
| Speaking respectfully with the students and calmly offering the available choices | Use Zones of Regulation as visual | Individual Education plan |
| | SLSO support | Targeted wellbeing programs |
| Take up time AND Wait and Scan AND Check for understanding | Use a token economy for agreed upon privileges | Risk Management Plans |
| Parallel queuing | Attendance monitoring and Family Contact | Complex Case Management |
| Acknowledging students on task to encourage on task behaviour for others | Use of Social stories to teach new skills and behaviours | |
| Deliberately ignoring low level off task behaviour | | |