



School Behaviour Support and Management Plan

Overview

Wee Waa High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning. 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.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. 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.

Partnership with parents and carers

Wee Waa High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies, including 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.
- Wee Waa High School will communicate these expectations to parents/carers through the school newsletter, website, the Sentral parent app and provide links to information and resources in the Behaviour support toolkit.

School-wide expectations and rules

We are Respectful of ourselves, of each other and the school.
We try our best to be on time, organised and prepared to be challenged.
We follow Instructions to learn, be safe and listen.

Behaviour Code for Students

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

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

Whole school approach across the care continuum

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. 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
Individual intervention	Restorative Practice	Promotes positive proactive strategies to provide opportunities to develop, strengthen, repair and maintain healthy relationships. Includes circles and restorative conversations.	Staff, students 7-12, families
	Weaving program	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire	Staff, students 7-12, families
	Communications with parents/carers	A range of communication methods are used to communicate with parents/carers to increase parents understanding of how our school addresses all forms of behaviour.	Staff, students 7-12, families
	Trauma informed practice	Training focuses on how trauma affects both emotional and learning processes. Students with trauma backgrounds may be more hyper-vigilant, reactive, have lower self-esteem, difficulty managing emotions, and weaker social skills.	Staff
	AECG	The NSW Aboriginal Education Consultative Group Inc. is a non-for-profit Aboriginal organisation that provides advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint.	Staff
	Disability Standards for Educators and leaders	Course for staff and leaders to complete around responsibilities towards students with a disability	Staff

	Aboriginal Pedagogies	The 8 Ways framework allows educators to explore Aboriginal ways of learning, focusing on teaching through culture. Our focus is still based on curriculum content; however, by learning through these Aboriginal perspectives, we can explore the importance of processes as well as content.	Staff
	Transition Year 6 into 7	Focusing on a safe and successful movement from primary to high school	Incoming Year 7 students
	HSC Mentorship Program	Mentorship program partnering teachers with a mentee student, enabling staff to provide targeted academic support and guidance to individual students as they complete their HSC year.	Year 12 Students

Care Continuum	Strategy or Program	Details	Audience
Early intervention	Student Support Officers	SSOs support the school's whole-school wellbeing approach by helping students build social and emotional skills through targeted, strengths-based programs. They also work with external agencies to provide additional support for students and their families.	Staff Students
	Wellbeing Health Inreach Nurse	The School Nurse has the main role to support students' health and wellbeing needs. They are an integral part of the whole school learning and wellbeing teams. They are the link to the local health and social services to support students and their families on a wide range of health and wellbeing issues	Individual students, Families
	Classroom Management	Staff undertake What works Best Professional Learning around Classroom Management, and the explicit teaching and modelling of behaviour expectations and skills	Staff
	School Counselling	School counselling staff support students by providing psychological counselling, assessment and intervention services.	Individual students, Families
	CenterCare Programs	An integral partner of the Wellbeing Team, as they can provide advice and access to programs that may be identified across the school or for a cohort of students.	Individual students, Families Staff
	E-safety Professional Learning	Professional learning covers the latest online safety research, case studies and teaching strategies. It aims to support educators and those who work with young people to integrate online safety into their programs and student wellbeing planning.	Staff

Care Continuum	Strategy or Program	Details	Audience
Targeted intervention	Learning and Support Team	The Learning and Support team, work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals	Individual students, Families Staff
	Classroom Management	Targeted behaviour management strategies that include modified individual expectations and goals for students that are communicated explicitly to students, families and staff.	Individual students, Families Staff
	Small Group Tuition	An intervention program that targets students who are below national minimum standards in literacy and/or numeracy.	Individual students
	QuickSmart	QuickSmart is an evidence-based basic skills intervention program designed for middle-school students who experience persistent difficulties in literacy and numeracy.	Individual students
	MacqLit	MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers.	Individual students
	Targeted support form Team Around School	Support will be provided from members of the Team Around School depending on the individualised needs of the student. This includes – Senior Psychologist, Learning Wellbeing officer, OOHc, ACLO, HSLO, networked specialist facilitator.	Individual students, families, staff
	School Counselling	School Counselling staff support students by providing a psychological counselling, assessment and intervention, depending on individual student needs.	Individual students, families, staff

Care Continuum	Strategy or Program	Details	Audience
Individual intervention	Personalised Learning Pathways	Personalised Learning Pathways are an active process. They are developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement. Personalised Learning Pathways can have short-term or long-term goals. Short term goals can be specific steppingstones to reach long term goals.	Individual students, Families Staff
	An Individual Education Plan	An Individual Education Plan (IEP) may be developed for a student with disabilities or a complex learning profile.	Individual students, Families Staff
	Team Around School	Will develop strategies with the learning support team to develop behaviour expectations and supports for individual students.	Individual students
	TARROT	(Trauma, Assessment, Referral, Rehabilitation, Outreach, Teams) TARROT is an outreach service offering varied access to Dr Ngaire Brown and her TARROT team of psychologists, psychiatrists and paediatricians. There is a plan that once students have been assessed face to face they can access TARROT clinicians via Telehealth at school	Individual students
	Specialist Allied Health and Behaviour Specialist	Engaging with specialist staff to develop and implement strategies for students with complex and challenging behaviour.	Individual students
	School Counselling	School Counselling staff support students by providing a psychological counselling, assessment and intervention, depending on individual student needs.	Individual students, Families Staff
	Attendance Programs	Whole school and year group activities to improve student attendance.	Individual students, Families Staff

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

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.

1. Teacher managed – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
2. Executive managed – behaviour of concern is managed by school executive.

Wee Waa High School staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

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 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

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
Behaviour expectations are taught and referred to regularly. Teachers model behaviours and provide opportunities for practice. 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. 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. 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: free and frequent moderate and intermittent significant and infrequent intermittent and infrequent reinforcers are recorded on Sentral.	Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied.	HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.
Parents are notified by the CT/HT/DP for positive behaviour and recorded on Sentral. Student merit awards for positive behaviour are given to students and collated to receive higher awards that are presented at weekly assembly.	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 may be 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 serious behaviours of concern

Responses for serious behaviours of concern, including students who display bullying behaviour, are recorded on Behaviour / wellbeing ITD system. These may include:

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and restorative practices
- liaise with Team Around a School for additional support or advice
- communication and collaboration with parents/carers (phone, email, parent portal, meeting)
- 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.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [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.

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 maximum length of time will be appropriate to the age/developmental level of the student.

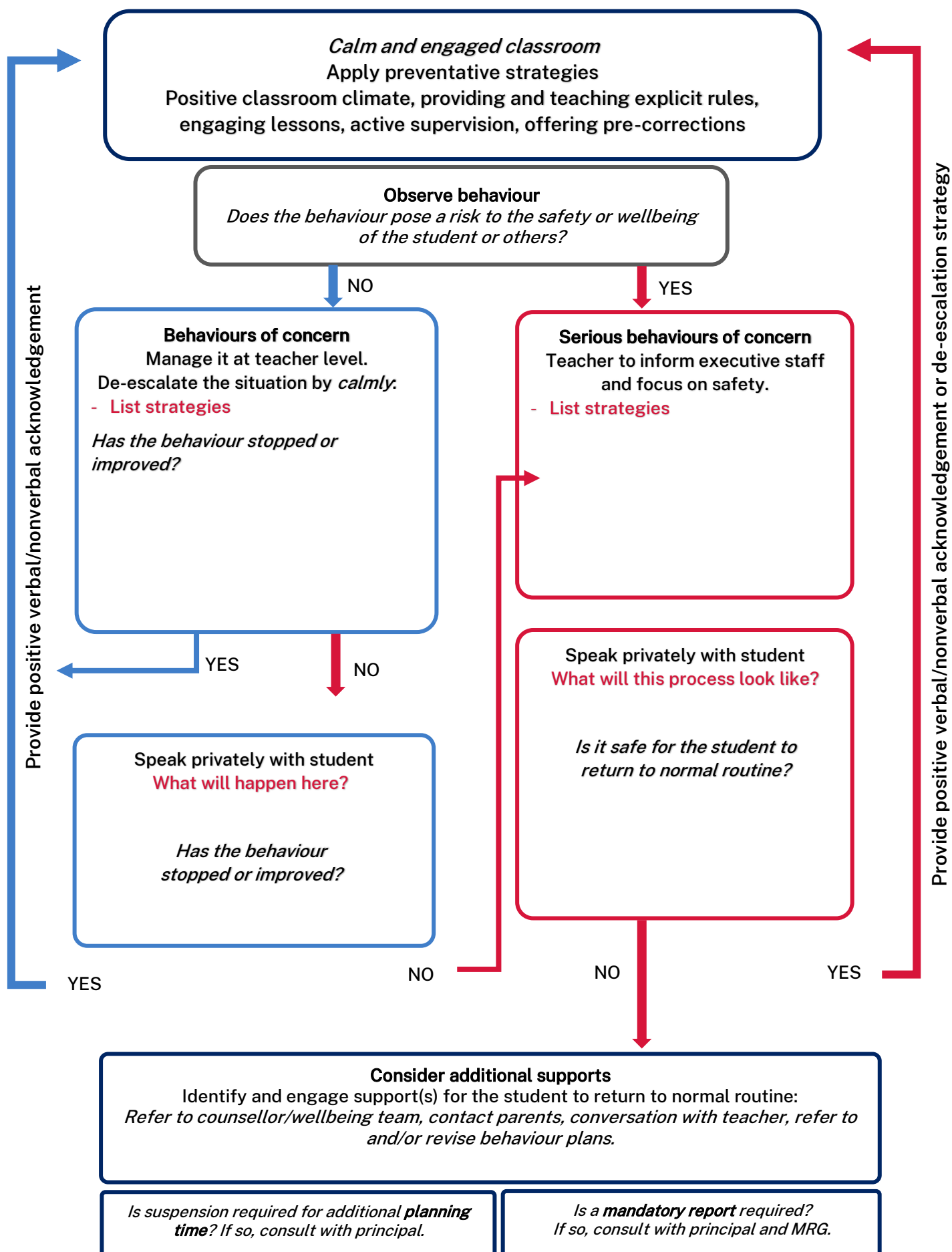
Strategy	When and how long?	Who coordinates?	How are these recorded?
Reflection Time	At Lunch 1	Teacher and Executive	In the school reflection loop

Review dates

Last review date: Day 1, Term 1, 2026

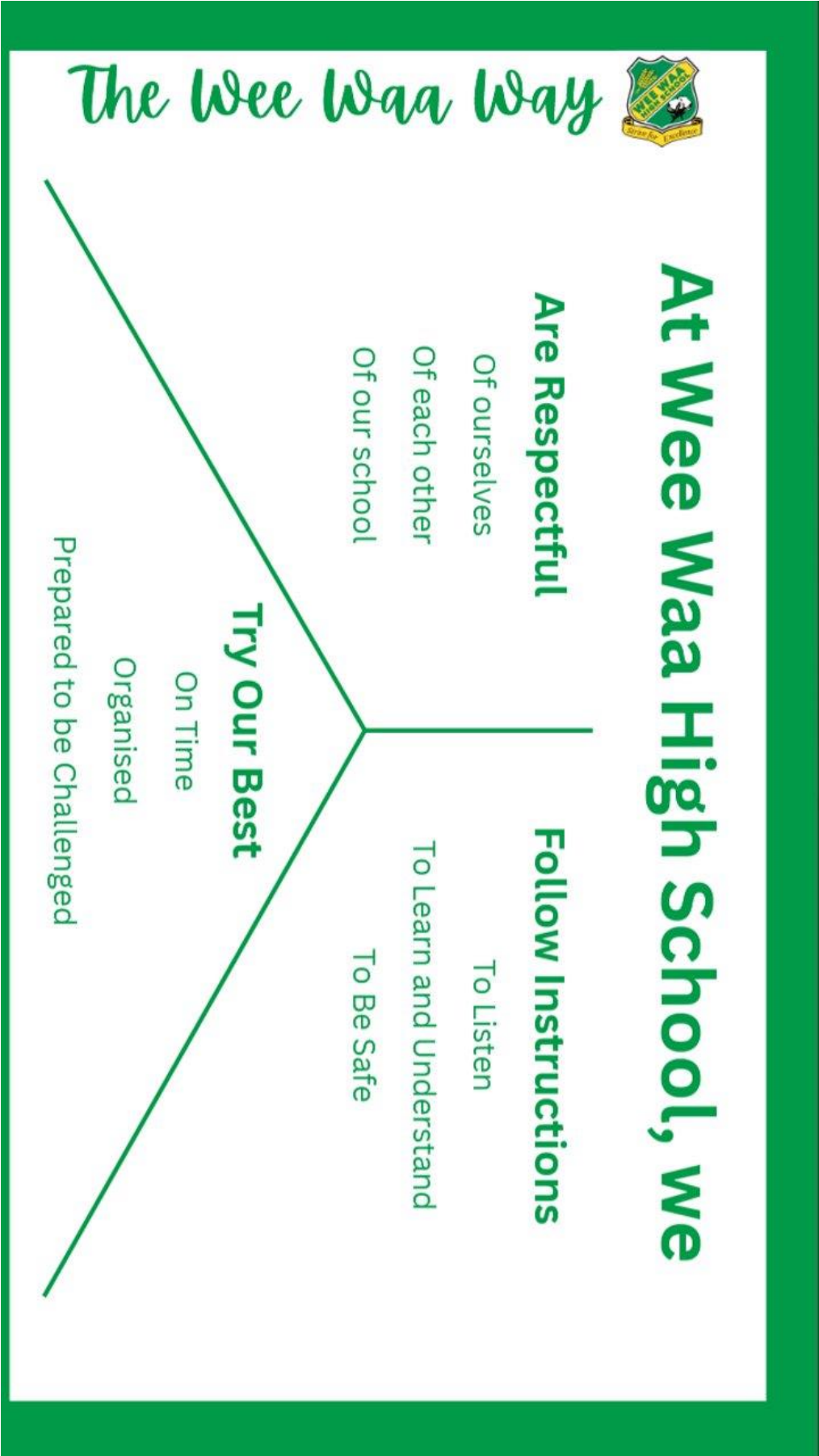
Next review date: Day 1, Term 1, 2027

Appendix 1: Behaviour management flowchart (Alternative example)



Appendix 2: Bullying Response Flowchart (Optional)







WVHS Discipline Flowchart

Minor Behaviours



Disruptive Behaviour

Out of Bounds

Refusal

Banned Substance (non illegal) in possession of

Rude / Offensive

Misuse of Technology

Vandalism (temporary)

General Disobedience

Swearing (general)

Unsafe / Misuse of Equipment

Classroom appropriate behaviour management strategy

- Seating plan
- Speak to the student quietly / privately
- Phone call home
- Reflection room
- Build Student teacher rapport
- Positive reinforcement
- Remaining calm and consistent
- Work with the student to complete work
- Encourage students to use time out cards (if applicable)

Classroom appropriate behaviour management strategy

1 First Warning - Teacher informs the student of the inappropriate behaviour

2 Second Warning - Teacher informs the student of the consequence if the behaviour occurs again

3 Third Time - HT's are notified to remove the student from the room/lesson/playground. Teacher follows up with action

Head Teacher Intervention

Student Complies

Attends reflection at lunch time. Spends remaining time of the lesson in the office (DP or Principal)

Student Does Not Comply

HT reforms DP and Principal for them to be removed from the classroom.

Major Behaviour - Persistent Disobedience

Formal Caution / Suspension

TEACHER ACTIONS

1st time HT removes student

Classroom Teacher
Sentral entry with description of behaviour
Teacher action must be:
Reflection Room

2nd time HT removes student

Classroom Teacher
Sentral entry with description of behaviour
Teacher action must be:
Reflection Room
Phone Call Home

3rd time HT removes student

Classroom Teacher
Sentral entry with description of behaviour
Teacher action must be:
Reflection Room
Inform HT of Subject

Head Teacher
Determine whether DP intervention needed
HT phone call home

Restorative conversation with classroom teacher and student

V1 - 23/10/2025



WWHS Discipline Flowchart

Truancy

