

Wollumbin High School Student Behaviour Support and Management Plan



2.1.1 Overview

At Wollumbin High School, we strive to create a welcoming and inclusive community where every student feels valued and supported. Guided by our motto, ***‘Together We Learn,’*** we provide a safe and respectful environment that fosters academic excellence, curiosity, growth, and wellbeing. We celebrate success and empower students to embrace learning with confidence and prepare them to thrive in a changing world. Our school vision is underpinned by OUR KEY VALUES: Be respectful, Act Safely & making Learning a Priority

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.

Cultural Perspective

WHS consults with the school Aboriginal Education team, Aboriginal student voice team, schools' local Aboriginal community members and Aboriginal team around the school to incorporate local culture 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.

<https://education.nsw.gov.au/content/dam/main-education/about-us/educational-data/cese/2021-supporting-aboriginal-students-attain-HSC.pdf>

2.1.2 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 ensure 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 all learning and supporting meetings and initiatives at WHS.
- 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.

Wollumbin 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 prices in line with Department policy.

Wollumbin High School will communicate these expectations to parents and carers through the school newsletter, website and Facebook and provide links to information and resources in the [Behaviour support toolkit](#).

All students are expected to:

Safety	Respect	Engagement
Be Safe	Be Respectful	Make Learning a Priority
Act Safely	Respect and Care for Yourself & Others	Make Learning a Priority
Safe Culture	Strive to Achieve Your Best	Be Engaged & Actively Participate
Understand Actions Have Consequences	Respect Diversity & Learning Needs	Do Your Best & Support Others

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, 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 is 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>

2.1.4 Whole school approaches across the care continuum

At Wollumbin 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 Wollumbin 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.

Wollumbin 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', 'Network Specialist Facilitators', 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.

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
- 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

Wollumbin 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

Wollumbin High School has a [Learning and Support team](#) and a wellbeing team.

The 2 teams meet **Friday alternatively** and comprises of Learning and Support teachers, Deputy Principal, Year advisors, 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. The meetings are on a rotational roster of cohort groups, odds, and evens. 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.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PDHPE Curriculum	The Student Support Officer (SSO) develops and implements curriculum-based wellbeing programs that incorporate self-management, social emotional learning skills and develop and strengthen students' personal responsibility for their actions and emotions	Years 7-11
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 WHS 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. Key Values: Be Safe, Be Respectful and Make learning a priority	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	Support unit 'Clubs' student led program. Student engaged in activities of interest for example gardening, market makers, music, choir. Students host a market stalls, to sell items made within focus groups. Builds student creativity, wellbeing and community engagement	Support classes
Prevention	Wellbeing Hub	Provides a space to connect and be supported by peers of all ages and staff during break time. Includes areas of interest such as craft and gardening.	Whole school
Prevention	*strengths WITHIN	Mental health support program. This program is delivered across two identified areas of interest for students - Creativity and Movement.	Whole school small groups of 8-10
Prevention	Kin House Program	Student led program delivered every morning where students meet with likeminded students to engage in interest groups. Program supports building student and teacher relationships and connections, Social Emotional Learning lessons as well as improve school engagement, attendance and promote positive behaviours. Yellow: Athletics and movement Blue: Creative arts, poetry and music Red: Stem, engineering and robotics Blak: Connecting to culture Green: Environment- bushwalking, fishing and Landcare	Whole school

Care Continuum	Strategy or Program	Details	Audience
Prevention	Transition Program	Transition to high school program including information day, Parent meet and greet, Yarn up and PLP discussions Transition support planning begins in Term 4 for students, to identify additional supports and support plan development prior to students starting Year 7	Year 6 and 7
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 Wollumbin 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, Early Intervention	Breakfast Club	Breakfast Club held throughout the week 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/ 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
Early intervention , Targeted and Individual intervention	Learning and Wellbeing Hub	The Hub offers every student a safe, inclusive, supported space within the WHS. The Hub 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 Support Team	The WHS Wellbeing Team & Learning Support Team consists of Snr Executive, Learning and Support Teachers, Student Support Officer, School Counsellor and School Psychologists, Year Advisors. Student supports includes Personalised Learning and Support Plans, Intensive Dynamic support plans, Stage 4 and 5 targeted literacy programs through multi-lit, risk management plans, student safety plans, time out cards and wellbeing plans to support student needs.	Whole school
Early intervention , Targeted intervention	Life Ready	Stage 6/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

Care Continuum	Strategy or Program	Details	Audience
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 WHS support classes to support increased engagement for students with complex, unmet learning needs and to improve all student's self-regulation, relationships, growth, wellbeing and academic achievement.	Support Classes
Targeted Intervention	Bundjalung Language Program	Aboriginal Culture and Language program to develop a rich cultural understanding of our First Nations Culture. Special sessions are held with Aunty and First Nation students to engage in language and strengthen their knowledge and connection.	Year 7 and Aboriginal Identified students
Targeted intervention	Beyond the Broncos Girls Academy	A program to support Indigenous women through mentoring, leadership whilst embedding culture in their learning and school environment with the goal of improved attendance and engagement.	Year 7- 12 Indigenous girls
Targeted & Individual intervention	Attendance monitoring	Attendance team targeting lower or declining attendance rates and addressing barriers to improve student attendance	Year 7-12
Individual intervention	1:1 supports	Intensive dynamic support planning, in an alternate learning environment through the learning wellbeing hub for Tier 4 and 5 students. Referrals can be made to counsellors, psychologists, and teachers. Risk management plans (RMP) can be developed.	Whole school

2.1.5 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. Students are recognised for positive behaviour in the following ways:

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

Responses to serious behaviours of concern

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

- documenting the incident on sentral
- 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 support 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.

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

2.1.6 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.

Only Head Teachers and Snr Executive can place a student on an Executive detention. This is after restorative practice has been implemented with classroom teacher and Head teacher. If behaviours do not improve the HT will add the detention to sentral.

Strategy	When and how long?	Who coordinates?	How are these recorded?
1. Restorative practice – peer mediation , circles or restorative conversations in groups	Scheduled as soon as all involved are available	Year Advisor/DP / SSO	Sentral
2. Lunch Break plan (detention) – withdrawal from playground during breaks and re-allocation to 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)	Next break – Lunch 1	School Executive (HT or DP)	Sentral – executive detention

SBSMP Consultation

Wollumbin 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 on 4th Tuesday of the Month as part of the consultation process prior to implementing our SBSMP.

SBSMP Review

A review of this plan will be conducted in Term 1, 2025 and will include consultation with key stakeholders.

Appendix 1

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, 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 Behave responsibly when using digital devices and online services, including social media platforms Monitor their own behaviour so that it does not result in anyone experiencing racism Behave as responsible bystanders.	Behave appropriately, respecting all members of the school community and their differences and backgrounds Report incidents of bullying including cyberbullying when they occur All school staff to monitor the use by students of digital devices and online services Report any incidents of racism to teachers 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 Resolving 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 Work collaboratively with the school to resolve negative behaviours or incidents of bullying including cyberbullying when they occur Adhere to the Department's Digital Devices and Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy 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 Support their children to become responsible citizens and to develop responsible online behaviour Report incidents of negative behaviour or bullying including cyberbullying to the school Support their children in developing positive responses to incidents of negative behaviour, bullying including cyber bullying 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 Support the school in maintaining a safe, inclusive, respectful and supportive learning environment by implementing and embedding the processes and strategies within the SBSMP Promote a school culture where negative behaviours and bullying including cyberbullying is not acceptable, Manage reports of incidents, negative behaviours, bullying and cyber bullying, and escalate matters to the principal (or delegate) when necessary 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) Monitor the Department's Digital Devices and	Implement the processes and strategies within the SBSMP Model and promote appropriate relationships and behaviours Teach students to identify, report and respond to bullying at school and online Log data entries in Sentral with descriptive content in a timely manner and log calls to the incident and support hotline (where applicable) Work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways Follow the objectives of the Student Use of Mobile Phones in Schools Management Plan, as per Staff Handbook

	Online Services for Students Policy and Students' Use of Mobile Phones in Schools policy Complete the department's mandatory Anti-Racism policy training and appropriately respond to incidents of racism.	and monitor and respond to inappropriate usage Address racism, promote cultural safety, diversity, inclusion and intercultural understanding 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 Support the school in maintaining a safe, inclusive and supportive learning environment Report behaviours of concern to a teacher or supervisor 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 Model and promote appropriate relationships and behaviours 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 Ensure consultation with the school community, including school staff, students, parents or carers, in the development, implementation, and review of the SBSMP, as appropriate Maintain a positive school climate that includes respectful relationships Identify patterns of negative incidents and bullying including cyber bullying behaviour and initiate a focused and targeted response, Manage complaints about negative behaviour and bullying in accordance with the Complaints Handling Policy Ensure all staff are provided with the opportunity to improve their skills in behaviour management or responding to incidents Work in partnership with parents and carers to address any concerns about student behaviour and establish support mechanisms that promote positive behaviours 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, Review any students that have a medical, learning or wellbeing need that requires an exemption to the mobile phone plan, Have a trained Anti-Racism Contact Officer who assists the principal to lead anti-racism education and address incidents of racism.	Conduct an annual review of the plan SBSMP Review Sentral Data and respond to matters in a timely manner From data, refer students to the Learning Wellbeing team to action structured and effective support strategies for students and staff Extract relevant data from Sentral and where necessary engage internal support and/or TAaS, 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 Work in partnership with key stakeholders as part of individual intervention, learning support, or as a shared initiative to design plans or pathways Ensure all staff are aware of the exemption for a student to use a mobile phone, All staff have completed the mandatory Anti-Racism Policy Training course to increase staff understanding of the nature and impact of racism Familiarise staff with the revised Anti-Racism Policy and increase staff understanding of their responsibilities in implementing the policy.

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.

SEF Domain and Element	Murwillumbah Learning Community High School 2023 Self-Assessment	➔	Wollumbin High School Target 2024-2025
Learning Domain - Wellbeing Theme - Behaviour	Sustaining & Growing 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 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.

At WollumbinHigh School, we engage students who are agentic in their learning improvement. We aim to develop student agency through collaboration, effective classroom practice and ultimately collective efficacy. Research informed practice underpins our approach to student growth through individualised learning and effective teacher practice. We aspire to a learning culture that is adaptive, and teachers will be supported with professional learning to evaluate their effectiveness through data informed practice and reflective practice. (*Strategic Direction 1 – Student growth and attainment*)

At Wollumbin High School, we develop and refine a school culture and strategies that support the growth of agentic learners. To build a school culture that is focused on consistent attendance, learning, the building of educational aspiration and ongoing performance improvement throughout the school community. (*Strategic Direction 2 – Student Attendance, Wellbeing and Engagement*)

