



# WHITEBRIDGE HIGH SCHOOL

Learning, Respect and Responsibility

## BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

### [School Behaviour Support and Management Plan](#)

#### Overview

Whitebridge High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are:

- **WHS Powaikaliko tree of learner expectations.**

**WHS POWAIKALIKO TREE OF LEARNER EXPECTATIONS**

**1 I AM CREATIVE**  
I am curious and open-minded. I use a variety of strategies. I ask questions. I think outside the box. I link my learning.

**2 I AM INDEPENDENT**  
I take responsibility for my learning and always have a go. I am proactive and think for myself. I monitor my own achievements, maintain focus and self-regulate. I work by myself and catch up on missed work. I can manage distractions. I can accept responsibility.

**3 I AM RESILIENT**  
I seek support. I embrace challenge and keep trying. I accept and act on feedback. I have self control. I aim for my personal best. I monitor my learning. I maintain a positive attitude.

**4 I AM COLLABORATIVE**  
I actively listen to others. My behaviour supports the learning of others. I have confidence to share my learning. I can ask for help. I am cooperative. I have confidence in my ability.

**5 I AM SELF-REFLECTIVE**  
I wonder how I can improve. I utilize feedback. I check my learning against the success criteria. I keep track of: where I am going, how I am going and where to next. I monitor my understanding. I identify a pathway for improvement. I think critically. I revise. I can apply my knowledge to a variety of experiences.

*Powaikaliko - growth in Awabakal*

The school is comprehensive in its curriculum and inclusiveness. It aims to achieve excellence and equity and incorporates extension programs for gifted and talented students and support programs for students with identified learning needs. The Powaikaliko (Awabakal word for Growth) Tree recognises the schools learner expectations as a proactive approach to supporting learners to achieve personal growth and develop their learning skills in a supportive environment.

- **School Values**

Our school values are Learning, Respect and Responsibility and through this we nurture the qualities of respect, self-discipline, responsibility and courteous behaviour. We recognise, acknowledge and celebrate personal achievement as well as providing opportunities for students to learn good citizenship and community responsibility



- **Positive Behaviour for Learning**

Is a proactive approach that identifies key expectations of staff and students at Whitebridge High School. It is based on the Pivotal Approach to managing student behaviour and focusses on setting clear, consistent and achievable expectations for all members of our school community. The schools approach aims to support learners to make positive choices that are conducive to learning. This approach starts with the behaviour of adults where staff are expected to maintain a consistent, calm approach to behaviour at all times, with the emphasis on setting clear expectations and explicitly teaching expected behaviours and depersonalising behaviour intervention. The Pivotal Education approach inspires, motivates and creates measurable change in behaviour, relationships and learning. Our learners are at the heart of everything with a focus on pride not prizes.

The five pillars of pivotal practice are:

- Consistent, calm approach – consistency, calm approach, emotional control, teacher expectations
- First attention to positive behaviour – rewards, recognition, praise, motivation, engagement
- Consistent routines – expectations, routines, follow-up, teacher intervention, non-verbal cues
- Scripting difficult interventions – de-escalation, disruption, delivering interventions
- Restorative conversations – restorative practice, structuring consequence, working with those impacted, developing relationships

It is this Pivotal foundation that underpins the schools Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction

The Positive Behaviour for Learning program (PBL) is being introduced at Whitebridge High School in 2023 and is having a positive impact on student behaviour in classrooms and in the playground. Shaped by the schools core values of learning, respect and responsibility, the values are reinforced through regular lessons on target issues as identified by need following analysis of student referrals and issues across the school community. Positive behaviour for learning is based on expected behaviours clearly identified and taught for all areas across the school. This is

linked to the school's reward and recognition program that acknowledges students who exemplify school values and expectations.

Data on student behaviour, academic performance, attendance and other key indicators is considered by the PBL team. By reviewing data frequently, our school team can make decisions to select, modify or discontinue practices based on need. The school has regular scheduled lessons that are data based, student centred and contextually relevant. [PBL at Whitebridge High School](#) is supported by clear concise language and expectations.



- **Wellbeing Hub**

At Whitebridge High School, we have a designated Wellbeing Hub, facilitated by the HT Wellbeing and a Student Support Officers (SSO), to work with our students to improve their wellbeing and mental health.

A Student Support Officer is a full-time, non-teaching, school-based staff member with experience in working with young people to improve their wellbeing and mental health.

The Student Support Officer can provide targeted wellbeing support for students who are experiencing challenges at school or home, through small group sessions or individual support. Some examples of the programs that run at our school to support students include LoveBites, Shine, Seasons for Growth, Boys Cultural Program and Youth Leadership forums. These programs are designed to build the capacity of students to deal with a broad range of issues as they grow and develop their sense and self and continue to progress through our school.

Student Support Officers have a pivotal role in working collaboratively with external and other government agencies, creating referral pathways for students and families to access support needed. Our SSO consistently works with local community support groups such as The Samaritans, PCYC, Centre for Hope and Eastlakes Family support. These services support our students and families and enable the continued connection for students to school and their community.

- **Learning Hub**

At Whitebridge HS the school learning hub provides individualised support to assist students in meeting their learning needs. This is accessible to all students through both self referral and teacher referral. Students access teacher support to breakdown and complete class work, home work or assignments in a manner that enables them to achieve success. Learning successfully and making progress requires challenge in order for our students to achieve outside of their comfort zone and make learning progress. Our learning hub supports students to navigate the challenges in their learning and experience success at whatever level of assistance they require. The learning hub supports all learners in our school to connect, succeed and thrive in the learning environment.

- **Aboriginal Education Team**

The school is well supported by a committed Aboriginal Education Team, AEW and junior AECG. Our school Aboriginal Education Team provides a cultural hub to support Aboriginal student's learning and whole school cultural programs. Our Aboriginal Education Officer liaises with the Aboriginal Education team whose members comprise teaching staff and School Learning Support Officers (SLSO).

The SLSOs provide direct support in the classroom, regular connection with parents and carers, support the development of the Personalised Learning Pathways process, and communicate with staff to support student learning. The Aboriginal Education Team assist with the integration of Aboriginal perspectives into teaching and learning

programs, provide targeted professional learning for staff and raise awareness of significant cultural dates such as NAIDOC week, Harmony Day, Sorry Day and Reconciliation Week.

Our Aboriginal students are offered many programs to build their knowledge and understanding of the culture and histories that include Brospeak and Sistaspeak, Yeularbah Dance Group, Yidaki Didge Group, Cultural art programs and Academic Tutoring. These and many more activities are celebrated through student award and recognition programs – where the school and our community come together to celebrate all student achievement.

### Promoting and reinforcing positive student behaviour and school-wide expectations



# Whole School Expectations

<b>LEARNING</b>  Strive for our personal best	<ul style="list-style-type: none"> <li>· Focused and engaged</li> <li>· Always try your best</li> <li>· Contribute with a positive attitude</li> </ul>
<b>RESPECT</b>  We have a kindness culture	<ul style="list-style-type: none"> <li>· Listen and follow instructions</li> <li>· Always use positive language</li> <li>· Treat people &amp; property with care</li> </ul>
<b>RESPONSIBILITY</b>  Right place, right time, right way	<ul style="list-style-type: none"> <li>· Wear uniform &amp; have equipment</li> <li>· Use technology responsibly</li> <li>· Look after our school environment</li> </ul>

At Whitebridge High School, the following expectations for behaviour are necessary to ensure that all students, staff and community can exist in an environment where they are respected, display responsible behaviour and value success. The school’s expectations of students, staff and parents are listed below.

Expectations of Teachers and Support Staff	Expectations of Students	Expectations of Parents and Carers
Learning Respect Responsibility	Learning Respect Responsibility	Learning Respect Responsibility
Meet and greet Clear expectations Consistent language Quality differentiated learning	Strive for personal best Kindness culture – respectful language Hands off Right place, right time, right way	Encourage learning progress and personal best Respectful communication with school staff Support for school policies and procedure
Factors Contributing to Success	Factors Contributing to Success	Factors Contributing to Success
Attendance Referral and follow up Learning and transition pathways	Attendance Referral Learning and Transition Pathway	Support attendance every day counts 100% Partnership with school Learning and transition pathway planning
Professional learning culture Collaboration Wellbeing Assemblies	PBL Lessons Wellbeing programs Reward and recognition programs Year Meetings	School parent communication PT meetings and forums Individual support planning

Whitebridge High School has as its foundation the core values of NSW Public Schools: Integrity, Excellence, Respect, Responsibility, Cooperation, Participation, Care, Fairness, and Democracy. Our school uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

## **Behaviour Code for Students**

The NSW Department of Education [behaviour code for students](#) applies to all students in NSW public schools. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned and consistent responses.

## **Whole School Approach**

### **Reward and Recognition**

The school implements a comprehensive [reward and recognition](#) program to ensure students are recognised and supported to demonstrate the schools values and achieve excellence across all areas of school learning and engagement.

### **Care Continuum**

#### [Care Continuum - support for schools](#)

At Whitebridge High School, we will implement whole-school practices and programs to support the long-term learning, wellbeing and safety of all students and staff. We will use the [care continuum](#) of strategies to support positive behaviour.

### **Wellbeing Framework**

Our students are supported across the school to connect, succeed, thrive and learn with the school committed to comprehensive planning of, attention to, implementation and evaluation of wellbeing programs aligned to the [wellbeing framework](#).

### **Detention, Reflection and Restorative Practices**

At Whitebridge High School we strive for calm and engaged classrooms through applying preventative strategies such as: Positive classroom climate through classroom expectations, providing and teaching explicit rules, engaging lessons, active supervision and offering pre-corrections. When required, the school follows clear and consistent procedures to managing student behaviour. The school's [classroom consistency](#) procedures can be accessed for further details.

The school follows procedures of restorative practice such that students are provided with opportunities to repair and restore relationships, the [restorative practice fact sheet](#) outlines these procedures.

The school implements a range of fair and consistent [consequences](#) applied through various levels of staff [responsibility](#) to support intervention and student behaviour management.

Where preventative measures have not been successful in managing school behaviour, students may be managed through the DOE suspension procedures as identified in the [Student Behaviour Procedures Kindergarten to Year 12](#)

### **Partnerships with parents**

The school has continued to be supported through quality parent relationships and support. The school will continue to partner with parents as we implement school positive behaviour management practices. The schools procedures are communicated and consulted with parents through community surveys, newsletters, TTFM, P&C meetings and community information sessions, this is in addition to individualised parent meetings as appropriate.

The school appreciates positive and respectful communication with the school community underpinned by the NSWDOE [school community charter](#).

### **Anti Bullying Plan**

The school supports a range of anti bullying strategies, the school anti bullying plan is accessible on the school website. [WHS Anti Bullying Plan 2023](#)

### **Related Documents:**

[DoE School Behaviour Support and Management Plan](#)

[DoE Incident Notification and Response Procedures](#)

[School Critical Incidents Management Plan \(Internal Only\)](#)

### **Reviewing dates:**

Last review date 17 July 2023:

Next Review Date Term 3 2024 or as required