



WHITEBRIDGE HIGH SCHOOL

Learning, Respect and Responsibility

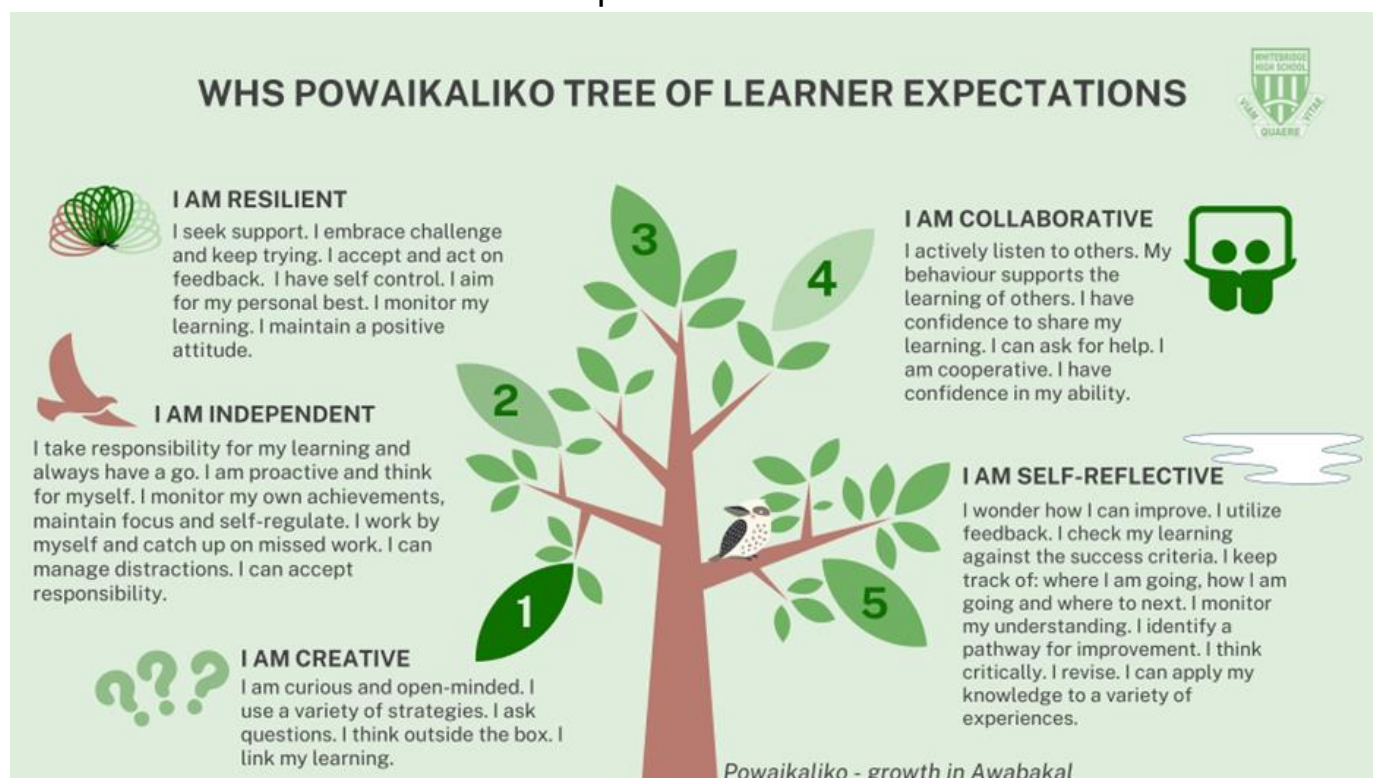
BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

[NSW Department of Education 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



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) was introduced at Whitebridge High School in 2023 and has a positive impact on student behaviour in classrooms and in the playground. Shaped by the school's 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.

| | | | |
|--|--|--|---|
| Walkway and Corridor Expectations <p>LEARNING Strive for our personal best</p> <ul style="list-style-type: none"> -Be aware of your surroundings -Move directly & promptly to class -Arrive to class on time <p>RESPECT We have a kindness culture</p> <ul style="list-style-type: none"> -Give way to others -Walk quietly -Keep our hands to ourselves <p>RESPONSIBILITY Right place, right time, right way</p> <ul style="list-style-type: none"> -Keep to the left -Walk safely and sensibly -Line up against the wall | Oval Expectations <p>LEARNING Strive for our personal best</p> <ul style="list-style-type: none"> -Play safe and fair -Play approved games only -Finish games before the bell <p>RESPECT We have a kindness culture</p> <ul style="list-style-type: none"> -Share the space with others -Always use positive language -Listen and follow instructions <p>RESPONSIBILITY Right place, right time, right way</p> <ul style="list-style-type: none"> -Stay in bounds -Only use on allocated days -Care for and return equipment | Canteen Expectations <p>LEARNING Strive for our personal best</p> <ul style="list-style-type: none"> -Be organised & ready to purchase -Pre-order where possible -Feed our brain <p>RESPECT We have a kindness culture</p> <ul style="list-style-type: none"> -Single line, behind the line -Wait your turn -Always use positive language <p>RESPONSIBILITY Right place, right time, right way</p> <ul style="list-style-type: none"> -Access in break times -Purchase only for yourself -Buy then bye | Bus Bay Expectations <p>LEARNING Strive for our personal best</p> <ul style="list-style-type: none"> -Follow bus code of conduct -Be road wise <p>RESPECT We have a kindness culture</p> <ul style="list-style-type: none"> -Wait patiently -Always use positive language -Keep our hands to ourselves <p>RESPONSIBILITY Right place, right time, right way</p> <ul style="list-style-type: none"> -Line up in correct bus line -Bus passes ready -Board, travel and exit bus safely |
| Classroom Expectations <p>LEARNING Strive for our personal best</p> <ul style="list-style-type: none"> -We actively listen, are focused and engaged -Embrace challenge & feedback -Contribute positively <p>RESPECT We have a kindness culture</p> <ul style="list-style-type: none"> -Listen and follow instructions -Always use positive language -Consider the learning of others <p>RESPONSIBILITY Right place, right time, right way</p> <ul style="list-style-type: none"> -Positive and productive attitude -Flip or dip our devices -Be prepared for learning | COLA Expectations <p>LEARNING Strive for our personal best</p> <ul style="list-style-type: none"> -Play fairly and by the rules -Play approved games safely -Finish games before the bell <p>RESPECT We have a kindness culture</p> <ul style="list-style-type: none"> -Share the space with others -Always use positive language -Listen and follow instructions <p>RESPONSIBILITY Right place, right time, right way</p> <ul style="list-style-type: none"> -Finish food & drink before entering -Use this space when supervised -Care for and return equipment | Library Expectations <p>LEARNING Strive for our personal best</p> <ul style="list-style-type: none"> -Focused and engaged -Try our best -Use technology productively <p>RESPECT We have a kindness culture</p> <ul style="list-style-type: none"> -Listen and follow instructions -Always use positive language -Consider the learning of others <p>RESPONSIBILITY Right place, right time, right way</p> <ul style="list-style-type: none"> -Care for resources and equipment -Leave it the way we find it -Use the space for its purpose | Oval Terrace Expectations <p>LEARNING Strive for our personal best</p> <ul style="list-style-type: none"> -Eating and sitting at tables -Passive area, hill & under trees -Finish games before the bell <p>RESPECT We have a kindness culture</p> <ul style="list-style-type: none"> -Share the space with others -Always use positive language -Listen and follow instructions <p>RESPONSIBILITY Right place, right time, right way</p> <ul style="list-style-type: none"> -Keep it clean -Behave in a safe way -Care for personal belongings |
| Playground Expectations <p>LEARNING Strive for our personal best</p> <ul style="list-style-type: none"> -Play games in allocated areas -Play safe and fair -Finish games before the bell <p>RESPECT We have a kindness culture</p> <ul style="list-style-type: none"> -Share the space with others -Always use positive language -Listen and follow instructions <p>RESPONSIBILITY Right place, right time, right way</p> <ul style="list-style-type: none"> -Keep it clean -Stay in bounds -Care for and return equipment | Quad Expectations <p>LEARNING Strive for our personal best</p> <ul style="list-style-type: none"> -Eating and sitting at tables -Handball games only -Bell means go to class <p>RESPECT We have a kindness culture</p> <ul style="list-style-type: none"> -Share the space with others -Always use positive language -Listen and follow instructions <p>RESPONSIBILITY Right place, right time, right way</p> <ul style="list-style-type: none"> -Take care of personal belongings -Behave in a safe way -Keep it clean | Whole School Expectations <p>LEARNING Strive for our personal best</p> <ul style="list-style-type: none"> -Focused and engaged -Always try your best -Contribute with a positive attitude <p>RESPECT We have a kindness culture</p> <ul style="list-style-type: none"> -Listen and follow instructions -Always use positive language -Treat people & property with care <p>RESPONSIBILITY Right place, right time, right way</p> <ul style="list-style-type: none"> -Wear uniform & have equipment -Use technology responsibly -Look after our school environment | Toilet Expectations <p>LEARNING Strive for our personal best</p> <ul style="list-style-type: none"> -Use in transition and break times -Out of class, need a pass <p>RESPECT We have a kindness culture</p> <ul style="list-style-type: none"> -Give privacy to all -Look after the facilities -Keep it clean <p>RESPONSIBILITY Right place, right time, right way</p> <ul style="list-style-type: none"> -Act safely and sensibly -Be hygienic -Leave quickly when finished -Report any issues |

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

LEARNING



Strive for our personal best

- Focused and engaged
- Always try your best
- Contribute with a positive attitude

RESPECT



We have a kindness culture

- Listen and follow instructions
- Always use positive language
- Treat people & property with care

RESPONSIBILITY



Right place, right time, right way

- Wear uniform & have equipment
- Use technology responsibly
- Look after our school environment

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

Learning
Respect
Responsibility

Meet and greet
Clear expectations
Consistent language
Quality differentiated learning

Factors Contributing to Success

Attendance
Referral and follow up
Learning and transition pathways

Professional learning culture
Collaboration
Wellbeing
Assemblies

Expectations of Students

Learning
Respect
Responsibility

Strive for personal best
Kindness culture – respectful language
Hands off
Right place, right time, right way

Factors Contributing to Success

Attendance
Referral
Learning and Transition Pathway

PBL Lessons
Wellbeing programs
Reward and recognition programs
Year Meetings

Expectations of Parents and Carers

Learning
Respect
Responsibility

Encourage learning progress and personal best
Respectful communication with school staff
Support for school policies and procedure

Factors Contributing to Success

Support attendance every day counts 100%
Partnership with school
Learning and transition pathway planning

School parent communication
PT meetings and forums
Individual support planning

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 school's procedures are communicated and consulted with parents through community surveys, newsletters, NSW Public Schools survey, 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](#).

Core Values

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](#) at 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. This document translated into multiple languages is available here: [Behaviour code for students](#).

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](#)

Anti Bullying Plan

Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm.

The school supports a range of [anti-bullying strategies \(appendix 2\)](#), the school [bullying response flow chart appendix 1](#) is accessible on the school website.

Responding to behaviours 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 inappropriate or developmentally appropriate behaviour.

Whitebridge 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 of 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

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: 20 May 2025

Next Review Date Term 4 2025 or as required