

Walgett Community College – High School: Behaviour Support and Management Plan

Overview

Walgett Community College High School is located 290 kilometres north-west of Dubbo in a remote, rural location, near the junctions of the Barwon and Namoi Rivers on Gamilaroi Country. Facilities at the college include two trade training centres offering courses including hospitality and construction, a new library, Wellbeing Hub and at the heart of the school is our Culture and Language Hub. Walgett Community College High School offers academic and cultural programs that value each student's identity and culture, focuses on improving student wellbeing in an environment of high expectations.

The school plays a significant role in the local community and is supported by the Walgett Local Aboriginal Education Consultative Group and School Reference Group, who work in partnership with the College to ensure quality educational outcomes for students. Walgett Community College High School has a culture of high expectations where every student learns in a supportive and inclusive environment. Our comprehensive curriculum focuses on each student's academic and social development and well-being. Quality teaching and learning and our community partnerships focus on continual improvement where students are *empowered to be confident, responsible, informed citizens and lifelong learners*.

The school is part of the Connected Communities Strategy and is committed to providing a broad, high-quality education for all students through a diverse, relevant curriculum with a focus on student and community engagement. There is a strong focus on improving literacy and numeracy outcomes. Active partnerships are established between the school and the community.

To achieve our mission, key approaches and programs prioritised and valued by the school community are:

- Restorative Practice
- Positive reinforcement and rewards programs, including the Living in the Green Program
- Early intervention strategies and case management
- Consistent teaching and learning protocols with a focus on student engagement and wellbeing

These programs prioritise social and emotional learning which supports good mental health, positive relationships and the prevention of bullying.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

Walgett Community College High School will partner with the community 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 surveys, school surveys, consulting with the School Reference Group and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices, as well as improve internal school processes.

Walgett Community College High School will communicate these expectations to parents/carers through the school newsletter, website and social media channels and provide links to information and resources in the [Behaviour support toolkit](#) as well as events and other community forums that occur throughout the school year. Our school teams will be responsible for managing this communication.

Walgett Community College HS - School-wide expectations and rules

Walgett Community College High School has the following school-wide expectations and rules:

To be respectful, responsible, resilient learners.

Respectful	Responsible	Resilient
Taking pride in our school	Be ready to learn	Support others
Use appropriate language	Be on time	

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 \(nsw.gov.au\)](#)

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, including modelling positive behaviour by classroom teachers, executive, and SLSOs.
- 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
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.	Staff, students 7-12, families
Prevention / Early Intervention	Prompts, Reminders, and Expectations	Consistent messaging given to students around the school rules and values: in the playground, in the classroom, on the way to and from school.	Staff, students 7-12, families, and coordinators
Prevention	PDHPE curriculum	The development of self-management skills enables students to take personal responsibility for their actions and emotions, including online activities that may lead to bullying/cyberbullying.	Students 7-10
Prevention/Early Intervention/Individual	Modelling behaviour	Teachers model positive behaviour including promptness to class, having learning equipment ready, engaging positively with SLSOs and students and leaving class after the lesson has finished.	Students 7-12, Staff
Prevention / Early Intervention / targeted / individual	Australian eSafety Commissioner Toolkit for Schools	The toolkit resources are categorised into four elements: Prepare, Engage, Educate and Respond. The resources are used to engage with the school community about creating and maintaining safe online environments to prevent cyber-bullying incidents.	Students 7-12, staff, families
Prevention	School Assembly	School values, expectations, and NSW Behaviour Code for Students is reinforced on a weekly basis to support students in understanding the importance of positive behaviour choices	Students 7-12, staff, families
Prevention / Early Intervention	Timetabled Wellbeing Lessons	Timetabled lessons for all students in 7-10 focused on wellbeing, with an emphasis anti-buyling, anti-racism, and anti-cyberbullying. Positive and prosocial behaviour is modelled by staff.	Students 7-10.
Prevention / Early Intervention	AEO and SLSO Playground Support	Timetabled sessions for AEO and SLSO to be in the playground and support student self-regulation and attendance	Students 7-12, families, staff
Prevention / Early Intervention	Positive Phone Calls Home	Regular positive phone calls to families on their child's academic progress and behaviour	Students 7-12, staff, families
Prevention	Do Now Activities	Explicit teaching practices at the start of each lesson to support student engagement	Students 7-12, staff
Prevention	Communication with parents	To increase parent's understanding of how our school addresses all forms of behaviour and regular progress updates on students are communicated to parents	Staff, students 7-12, families

Prevention	National Week of Action Against Bullying and Violence (NWA)	Our school participates in the annual (NWA) – Term 3 each year.	Staff, students 7-12
Prevention	Transition Year 6 into 7	Focusing on a safe and successful transition from primary to high school.	Incoming Year 7 students
Prevention	Lunchtime and Recess Activities	Specific activities to support students making positive choices and engagement with the curriculum, including Lunchtime Art Club, PCYC and Sport Activities, and Music Club	Students 7-12, Staff, community
Prevention	Parent/Community Engagement	Parents and community are consistently and regularly invited into the school to be part of events and activities	Students 7-12, Staff, Community
Prevention	Wellio – Wellbeing Program.	Builds resilience by helping students develop strong relationships and skills to manage life's ups and downs.	Students 7 and 10, and co-ordinators
Prevention / Early intervention	Student support officer	Supports the implementation of the school's approach to wellbeing and provides case management for complex needs.	Student 7 - 12
Targeted / individual intervention	Learning and Support	The LST works with teachers, students and families to support students who require personalised learning and support.	Staff, individual students 7-12, families
Prevention / Early Intervention	Head Teacher On Call	Promotes student attendance in class and promptly addresses truancy	Staff, students 7-12
Prevention / Early Intervention	Living in the Green Rewards	Acknowledges student engagement with the school rules and values; rewards attendance	Staff, individual students 7-12
Early Intervention	Head Teacher Monitoring	Monitoring Card to monitor student behaviour, attendance across classes	Students 7-12, staff, families
Early Intervention / Individual Intervention	Wellbeing Hub Programs	Wellbeing programs, strategies and deescalation activities following an incident or critical incident	Staff, families, students 7-12
Individual intervention	Attendance monitoring	Address barriers to improve attendance and set growth goals.	Students, Year Advisor
Individual intervention	Individual behaviour support planning	This may include developing, implementing monitoring and reviewing behaviour support, behaviour response and risk management plans.	Students, parent/carer, LaST, HT Wellbeing
Individual Intervention	Counselling and Psychological Support	This includes targeted intervention for specific students on caseload who have been referred using the wellbeing and learning support processes.	Students, parent/carer, LaST, Counsellors
Individual Intervention	Safety Plans, Risk Management Plans	This includes specific strategies and approaches to keep a student/other student safe and in-class	Students 7-12, Staff, families
Targeted Intervention/Individual Intervention	Student Support Officer (SSO)	Specific support provided by the SSO to engage students back into school and support their wellbeing.	Students 7-12, Staff, families, SSO

Targeted Intervention/Individual Intervention	Flexible Learning Options/Timetabled Lessons	Specific timetabled lessons for students in the school's AG plot to focus on re-engagement with mainstream classes	Students 7-12, Staff, Families, SSO
Targeted intervention/individual intervention	LWO programs, PYLO programs	External programs that students are referred to for support in their behaviour, specifically, peer connections, cyberbullying	Students 7-12, Staff, Families, community
Targeted intervention/individual intervention	External agencies	External agencies to support student wellbeing and academic engagement, including Mackillop Rural Services, Walgett AMS, Marathon Health, Mission Australia, DJC, PCYC	Students 7-12, Families, community
Targeted intervention/individual intervention	Flexible attendance options	Flexible start and finish times for specific students to support their positive engagement or re-engagement with school and peers	Students 7-12, Staff, Families, community
Targeted intervention/individual intervention	BroSpeak/SistaSpeak	Cultural programs supporting Aboriginal students' wellbeing, school engagement, and development as a young person	Students 7-12, Staff, Families, Communities, External
Individual Intervention	Individual Education Plans (IEPs)	Support plans designed to assist schools, teams, and students in redressing behaviour	Students 7-12, Staff, Families, Communities, External
Individual Intervention	Personalised Learning Pathways (PLPs)	Support plans designed to assist schools, teams, and students in promoting prosocial behaviour	Students 7-12, Staff, Families, Communities, External

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

Identifying behaviour of concern, including bullying and cyberbullying

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. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Walgett Community College 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.

Preventing and responding to behaviours of concern

- Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others. **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive, including Head Teachers, Deputy Principals, and the Executive Principal.

Corrective responses by teachers may include:

- rule reminder
- re-direct, offer choice or error correction
- prompts
- re-teach through specific lessons, including Wellbeing lessons.
- seat change/play or playground re-direction, including Lunch/Recess Activities
- stay in at break to discuss/complete work/walk with teacher
- detention, reflection and restorative practices
- communication with parent/carer, including through AEO

Walgett Community College High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour are teacher-managed.	Targeted/Individualised Responses to behaviours of concern are executive managed
<p>1. Behaviour expectations are taught and referred to regularly, and the NSW Behaviour Code for Students is regularly referred to. Teachers model behaviours and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules through the school rewards program</p>	<p>1. Refer to school-wide expectations. Discussion with relevant staff: including CT/HT/DP/EP, and other internal support teams in addressing student behaviour.</p>	<p>1. Contact office to seek help from HT/DP support straight away if there is an issue. Follow relevant formal caution, suspension procedures as per DoE policy. Otherwise notify executive ASAP and before the end of the school day.</p>
<p>2. Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour.</p>	<p>2. Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. Reminder of school values and expectations at Walgett Community College HS.</p>	<p>2. HT/DP/EP 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.</p>
<p>3. Social-emotional learning lessons are taught during fortnightly wellbeing lessons.</p>	<p>3. Teacher records behaviour on COMPASS system by the end of the school day. 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.</p>	<p>3. Refer to the school's Learning Support Team considering current and previous behaviour data. Other actions may include developing a behaviour support/response plan and/or completing a risk assessment.</p>
<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>	<p>Teacher/parent contact</p>
<p>Parents/carers are notified by the CT/DP/EP when intermittent and infrequent reinforcers are recorded on Compass. Student awards for positive behaviour are given at fortnightly year group assemblies.</p>	<p>Teacher contacts parents/carers 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.</p>	<p>Parent/carer contact is made by HT/DP/EP to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.</p>

Responses to serious behaviours of concern

Identifying behaviours of concern include the following:

- working closely with external organisations and partnerships to identify potential concerns
- tracking Compass data in relation to behaviour
- roll call and pastoral care check-ins with Year Adviser
- Responses and questions to presentations around behaviour in assemblies and classes

Preventing behaviours of concern include the following:

- active classroom and playground supervision by teachers and SLSOs
- teaching and modelling positive behaviour to students in all areas of the school by staff
- lunchtime and recess activities
- engaging early with parents/carers/community as per the School Community Charter through relevant staff, including the SLCE to prevent poor behaviour.

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

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted, including relevant EAPs support for staff
- refer/monitor the student through the school learning and support team, wellbeing team, and other relevant external partnerships and supports
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- restorative practices (listed below)
- 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.
- Engagement with AEOs
- Re-teach elements of the NSW Behaviour Code for Students

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 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](#).

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. Walgett Community College High School draws on restorative practices to support positive behaviour in the classroom and playground, as well as supporting students to address incidents of poor behaviour.

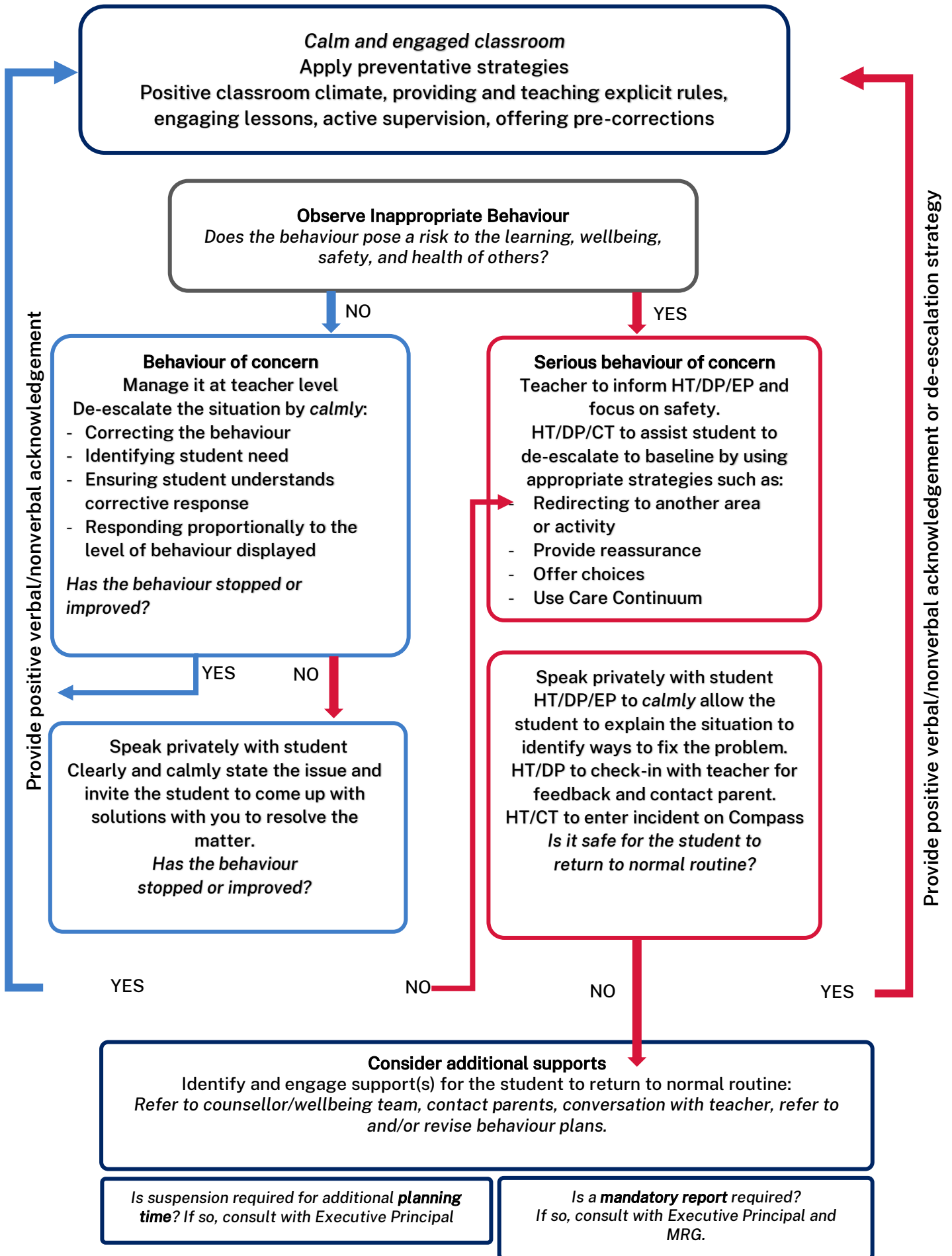
Strategy	When and how long?	Who coordinates?	How are these recorded?
Consistent Implementation of Prevention/Universal Strategies from the Care Continuum	As required	CT/HT/DP/EP	Staff Meeting Minutes, Executive Meeting Minutes, Compass
Alternate break plan – withdrawal from playground during breaks and re-allocation to other areas of the school for supervised breaktime following breach in behaviour. This can include inclusion in Lunch/Recess Activities	Next break	School executive	Compass Chronicle
Restorative practice – peer mediation , circles or restorative conversations in groups, including strategies and practices facilitated by the Wellbeing Hub and Year Adviser Team.	Scheduled as soon as all involved are available	Year Advisor/HT Wellbeing	Compass Chronicle
Behaviour Monitoring and Reflection. Student conduct, behaviour, and learning is monitored in each subject for 5 days. Year Adviser and Deputy Principal regularly check-in with student to identify successes and areas for improvement, and consult with parent/carers.	5 days	Year Advisor	Compass Chronicle, Year Advisor Diary.

Review dates

Last review date: Monday, 2nd December 2024

Next review date: Monday, 13th October 2025

Behaviour management flowchart for Walgett Community College HS



Bullying Response Flowchart

The following flowchart explains the actions Walgett Community College High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s

