

Irrawang High School Behaviour Support and Management Plan 2024

Overview

Irrawang High School's purpose is to nurture and educate its students to build successful futures, focused on continual growth to reach their full potential as responsible citizens.

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

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge harm and learn from their behaviour.

The success of the school is built upon our core values of Respect, Responsibility and Personal Best and these are central to our approach to teaching, learning and leadership.

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

- Irrawang High School Positive Behaviour for Learning
- Port Stephens Community Positive Behaviour for Learning
- Restorative Practice
- Trauma Informed Practice
- Inclusive Education Practices
- Every Student is Known, Valued and Cared For

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

Irrawang High School is committed to understanding the needs of each student at an individual level to support all students in achieving their personal best.

Partnership with parents and carers

Students experience optimal success at school when parents and carers work cooperatively with school staff to consistently commit to positive behaviour, engagement and attendance at school.

Irrawang High School invites collaboration with parents through:

- Seeking feedback through Tell Them From Me Surveys or school based surveys from students and families;
- Seeking feedback and support from Irrawang High School Parent Advisor Group once a term;
- Seeking feedback and support from Youyoong Aboriginal Education Consultative Group once a term;
- Using concerns raised through complaints procedures to review school systems, data and practices.

Irrawang High School will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the Behaviour support toolkit.

Parents wishing to make contact with the school can find the appropriate person to contact by referring to our Communication Pathways.

School Staff will communicate with parents via the methods outlined below and parents and carers are invited to make contact with the school via:

- Phone call on (02) 4987 2403
- Respond to attendance text messages directly via text message
- Email irrawang-h.school@det.nsw.edu.au
- Connect with us on facebook
- Check out our school website |
- Make an appointment and visit our office at 80 Mount Hall Road Raymond Terrace NSW 2324

School-wide expectations and rules

Irrawang High School has the following school-wide expectations and rules:

Everyone, everywhere, every time shows Respect:

Respect: Ngarrabu Marrung	Responsibility: Gaga Marrung	Personal Best: Barraba Marrung Gang
Listen and speak politely	Be prepared	Wear school uniform
Act safely	Right place right time	Actively participate
Look after our school	Make good decisions	Deliver quality work

Faculty Expectations and rules

Irrawang High School faculties have explicitly outlined the positive behaviour for learning expectations for their area of the school

English

Respect: Ngarrabu Marrung	Responsibility: Gaga Marrung	Personal Best: Barraba Marrung Gang
Positive class discussions	Checking Microsoft Teams	Submit drafts for feedback
Supportive expression of creativity	Looking after novels and texts	Meet assessment task due dates
Take care of our little libraries	Being prepared for learning	Take care with our classwork

Mathematics

Respect: Ngarrabu Marrung	Responsibility: Gaga Marrung	Personal Best: Barraba Marrung Gang
Help others and value their input	Bring booklets, pens and calculators to every lesson	Listen and contribute to class discussions
Respect the learning going on around you	Be on time and complete starter when you enter the room	A positive attitude makes a difference
Look after our calculators and laptops	Complete all work and glue it in your book	Have a go and show all working out

Science

Respect: Ngarrabu Marrung	Responsibility: Gaga Marrung	Personal Best: Barraba Marrung Gang
Behave safely	Wear correct personal protective equipment	Actively participate in lessons and experiments
Care for laboratory equipment	Follow all instructions	Work as a team
Respect your peers	Clean up the lab at the end of the lesson	Have a go

HSIE

Respect: Ngarrabu Marrung	Responsibility: Gaga Marrung	Personal Best: Barraba Marrung Gang
Have an open mind and an appreciation of difference and diversity	Participate as informed citizens in the contemporary world	Develop skills to actively participate and contribute positively to society

PDHPE

Respect: Ngarrabu Marrung	Responsibility: Gaga Marrung	Personal Best: Barraba Marrung Gang
Encourage participation	Two lines and wait	Learn new skills
Act safely	Pack up and away	Consistent effort
Look after our equipment	Wear appropriate clothing	Have a go

CAPA

Respect: Ngarrabu Marrung	Responsibility: Gaga Marrung	Personal Best: Barraba Marrung Gang
Value creative product	Nurture resources, place and space	Work collaboratively
Support your peers	Consistent commitment	Actively participate
Celebrate your achievements		Present with pride

TAS

Respect: Ngarrabu Marrung	Responsibility: Gaga Marrung	Personal Best: Barraba Marrung Gang
Active listening	Act safely – wear personal protective equipment	Complete all tasks to the best of your ability
Respect resources and use sustainably	Follow instructions	Actively participate
Respect your workspace and those around you	Use tools and equipment appropriately	Deliver quality work

Support

Respect: Ngarrabu Marrung	Responsibility: Gaga Marrung	Personal Best: Barraba Marrung Gang
Safe hands and feet	Right place, right time	Do your best
Use kind words	Make good choices	Actively participate
Care for your space	Encourage positivity	Be proud of yourself

Library

Respect: Ngarrabu Marrung	Responsibility: Gaga Marrung	Personal Best: Barraba Marrung Gang
Keep it clear, food free space	Keep calm – it's a library	Use your time productively
Quiet time	Walk – go slow	Need help? See the Learning Support Team
Care for equipment and resources	Right place right 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](#).

Whole school approach across the care continuum

The school supports positive behaviour through the following strategies and programs. The department’s endorsed evidence-based approaches that support behaviour include Positive Behaviour for Learning (PBL), trauma-informed practices, and the principals of inclusive practice.

Care Continuum	Strategy or Program	Details	Audience
Prevention	PBL Universal Strategies	<ul style="list-style-type: none"> • Behaviour Consistency Guide/Faculty PBL • Data analysis – minor negative incidents • Teaching and Learning Matrix • Focused Professional Learning • Attendance Rewards • Breakfast Club • Parent Contact • Ngarralbaa Aboriginal Engagement Team • Aboriginal Learning and Engagement Centre • Clontarf 	All the time
Early intervention	PBL Tier 2	<ul style="list-style-type: none"> • Behaviour Support Plans • Learning and Support Team • Head Teacher Attendance • Home School Liaison Officer • Student Support Officer • Deputy Principal Check in / Check Out • Year Advisor Check and Connect • Mentor Check and Connect • Data analysis – Major/Minor Incidents • Functional Behaviour Assessment • School counsellor Referral • Disability Confirmation • Counselling/Outside Referral • Parent Meeting • Aboriginal Learning and Engagement Centre 	Head Teachers

Care Continuum	Strategy or Program	Details	Audience
		<ul style="list-style-type: none"> • Head Teacher Reflection Lesson 	
Targeted intervention	PBL Tier 3	<ul style="list-style-type: none"> • Delivery support • Learning and Wellbeing Officer • Assistant Principal Learning and Support • Targeted Professional Learning • Learning and Support Teacher referral • Complex Case Conference • Individual Learning and Support Meeting • External Agency Support • Support Provisions (Access Request): • Integration Funding Support • Support Class Placement • Distance Education 	Principal/ Deputy Principals
Individual intervention	PBL Tier 3+	<ul style="list-style-type: none"> • Delivery Support Team • Risk Assessment • External Agency Partnerships • External wellbeing support • External mental health support • External legal support 	Principal/ Deputy Principals

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

Prevention Responses to recognise and reinforce positive, inclusive and safe behaviour	Early Intervention Responses to minor inappropriate behaviour	Targeted/Individualised Responses to behaviours of concern
Student assemblies and PBL lessons group education	Drop in with SSO	Youth Clinic
Whole school celebration days		My Strengths
Food Bank Australia	Food Bank Australia	Food Bank Australia
Lunch Packs & Food Provision	Lunch Packs & Food Provision	Lunch Packs & Food Provision
Rock and Water	Impact Academy – On Her Game	Perfect Presence
Love Bites	Study Without Stress - SSO	Top Blokes

Junior Love Bites	The Resilience Doughnut - SSP	Salvation Army
Independent Drug Education	The Resilience Project - SSO	Dress for Success
Brainstorm Productions	Cool Kids	Fit 4 Life
Defence Mentor Programs	Head Start	I-RESPECT
Clontarf	Just Like Me	SHINE
Aboriginal Learning and Engagement Centre	School Chaplain	RAGE
Ngarralbaa Support	SLSOs	Seasons for Growth
Wellbeing Scope and Sequence		Head Teacher Wellbeing
Peer Support		School Counselling Team
Year Camps		
Extra-Curricular Activities		
Snack 'n' Study		
Breakfast Club		
Head Teacher Wellbeing		
Whole School Merit System		
School Liaison Police Presentations		

Responses to serious behaviours of concern

- The process the school will take to respond to serious behaviours of concern:
 - All staff witnesses are to make a record of the behaviour observed in sentral;
 - A referral is to be made by the teacher to the head teacher who may then refer the matter on to the deputy principal;
 - All student witnesses are to make a statement on the Irrawang High School Incident Report Form;
 - The deputy principal collates all statements and generates a formal disciplinary meeting if appropriate;
 - The deputy principal conducts a formal disciplinary meeting with the student, who is offered a support person, during which the student is provided with explicit details of the alleged behaviour and asked to make a response;
 - The deputy principal discusses the steps taken with the principal and the principal revises the documented evidence and records a disciplinary decision to be actioned by the deputy principal
 - If a suspension is enacted, the student and their parent or carer will meet with the deputy principal and appropriate learning and support staff to resolve the suspension
- 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.

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](#).

Detention, reflection and restorative practices

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Conversation	10 minutes max	Classroom teachers	Sentral
Restorative Conversation	10 minutes max	Head Teachers	Sentral
Formal Caution	50 days	Deputy Principals in Consultation with Principal	Sentral
Suspension	1 to 10 days	Deputy Principals in Consultation with Principal	Sentral
Planning: <ul style="list-style-type: none"> • Risk Management Plan • Student Behaviour Support Plan 	Ongoing	Principal Deputy Principal LASTs	Sentral plans

Expectations of Teacher and Executive Procedures in Implementing the New Behaviour Policy from 1 February 2024

Mobile Phone Use

Student phone, smart watch or headphones connected to a phone or used as a phone is seen by a member of staff:

- First time – Teacher to talk to the student about their device being out and ask them to walk to, or walk with the student, to the Deputy Principal

Sentral entry outlining the device misuse and describing the incident that has occurred

Deputy Principal Action: a Suspension Caution

- Second Time – Teacher to talk to the student about their device being out and ask them to walk to, or walk with the student, to the Deputy Principal

Sentral entry outlining the device misuse and describing the incident that has occurred

Deputy Principal and the Principal Action: a Suspension for misuse of technology

Refusal to Comply with Request around a phone, smart watch or headphones connected to a phone

- First time – Teacher to talk to the student about their device being out and ask them to walk to, or walk with the student, to the Deputy Principal or Notify the head teacher (preferably) or deputy principal directly (where the head teacher is unavailable)

Sentral entry by the teacher describing the incident that has occurred

Deputy Principal to collect the student

Deputy Principal and the Principal Action: a Suspension for continued and persistent disobedience and misuse of technology

Out of Class Without a Pass – Truancy

- First time – Teacher to talk to the student about why they are out of class and ask them to walk to, or walk with the student, to the Deputy Principal

Sentral entry describing the incident that has occurred

Deputy Principal Action: a Suspension Caution

- Second Time – Teacher to talk to the student about why they are out of class and ask them to walk to, or walk with the student, to the Deputy Principal

Sentral entry by the teacher describing the incident that has occurred

Deputy Principal and the Principal Action: a Suspension for continued or persistent disobedience and disruptive behaviour

Out of Class Passes

All teachers are to provide an out of class pass to students leaving their room for any reason. There should be a general practice of one student leaving at a time. Students are encouraged to use the bathrooms and collect water for their water bottles during break times. Sometimes this is unavoidable.

Refusal to Comply with Request around Truancy

- First time – Teacher to talk to the student about being out of class without a pass and ask them to walk to, or walk with the student, to the Deputy Principal

Central entry by the teacher describing the incident that has occurred

Deputy Principal to collect the student

Deputy Principal and the Principal Action: a Suspension for continued or persistent disobedience and disruptive behaviour

Uniform

Students out of Uniform

Asked to walk to the office to change into a uniform provided by the school.

Students change back into their own clothes at the end of the day if they wish.

Refusal to change into the school uniform.

First time: Teacher to talk to the student about being out of uniform and ask them to walk to, or walk with the student, to the Deputy Principal.

Central entry by the teacher describing the incident that has occurred.

Deputy Principal to collect the student.

Deputy Principal and the Principal Action: a Suspension Caution for continued or persistent disobedience and disruptive behaviour

Second time: Teacher to talk to the student about being out of uniform and ask them to walk to, or walk with the student, to the Deputy Principal.

Central entry by the teacher describing the incident that has occurred.

Deputy Principal to collect the student.

Deputy Principal and the Principal Action: a Suspension for continued or persistent disobedience and disruptive behaviour.

Refusal of Requests from Teachers

In the instance where a student is asked by a member of staff to comply with the school's PBL values by following a request and the student refuses to follow a request:

- First time – Teacher to talk to the student about following a request and hold a restorative conversation.

Central entry outlining the refusal to follow a request.

- Second Time – Teacher to talk to the student about following a request and hold a restorative conversation.

Central entry outlining the refusal to follow a request.

Teacher to refer the matter to the head teacher who will talk to the student about following a request and hold a restorative conversation.

- Third Time – If the student refuses to follow a request from the head teacher, the head teacher will ask them to walk to, or walk with the student, to the Deputy Principal

Central entry outlining the refusal to follow a head teacher's request.

Deputy Principal and the Principal Action: a Suspension Caution for refusing to follow a request from a head teacher

- Fourth Time – If the student refuses to follow a request from a head teacher for a second time, or the student refuses to follow a request from the deputy principal

Deputy Principal and the Principal Action: Suspension for continued disobedience

General Practice by Teachers

Teachers are to use the PBL Behaviour Consistency Guide and use positive behaviour for learning language and attitude when talking with students please.

This is an enhanced focus on problems that our wellbeing data indicates have been an ongoing issue in the school and the new policy allows for different consequences. Our manner when working with students remains the same – positive.



Procedures for Managing Banter, Conflict, Harassment and Bullying

The following table is for use by staff to assist in decision making around appropriate actions for social conduct by students.

Levels of Inappropriate Communication		Action	Record Keeping
Person Making the Comment	Person Receiving the Comment – Interprets the Comment as	Steps for Staff to Take	Recorded in Sentral
Positive banter is: <ul style="list-style-type: none"> <input type="checkbox"/> Clever <input type="checkbox"/> Funny <input type="checkbox"/> Witty <input type="checkbox"/> Enjoyed by both people <input type="checkbox"/> About a shared experience between two equals <input type="checkbox"/> Not personal <input type="checkbox"/> In a private or appropriate setting <input type="checkbox"/> Friendly 	Positive banter is: <ul style="list-style-type: none"> <input type="checkbox"/> Clever <input type="checkbox"/> Funny <input type="checkbox"/> Witty <input type="checkbox"/> Enjoyed by both people <input type="checkbox"/> About a shared experience between two equals <input type="checkbox"/> Not personal <input type="checkbox"/> In a private or appropriate setting <input type="checkbox"/> Friendly 	Positive banter: <ul style="list-style-type: none"> <input type="checkbox"/> Remind students to focus on the work at hand <input type="checkbox"/> Remind students to be respectful and not disruptive to others <input type="checkbox"/> Remind students that sometimes banter can become inappropriate <input type="checkbox"/> Managed by classroom teacher 	Positive banter <ul style="list-style-type: none"> <input type="checkbox"/> Not recorded <input type="checkbox"/> If disruptive, record as a disruption
Inappropriate Banter: <ul style="list-style-type: none"> <input type="checkbox"/> Personalised <input type="checkbox"/> Sexualised <input type="checkbox"/> About someone's appearance <input type="checkbox"/> Teasing <input type="checkbox"/> Insulting <input type="checkbox"/> Upsets someone else <input type="checkbox"/> Experienced by only one of the two <input type="checkbox"/> There is a power imbalance <input type="checkbox"/> In a public or inappropriate setting <input type="checkbox"/> Unfriendly 	Inappropriate Banter: <ul style="list-style-type: none"> <input type="checkbox"/> Personalised <input type="checkbox"/> Sexualised <input type="checkbox"/> About someone's appearance <input type="checkbox"/> Teasing <input type="checkbox"/> Insulting <input type="checkbox"/> Upsets someone else <input type="checkbox"/> Experienced by only one of the two <input type="checkbox"/> There is a power imbalance <input type="checkbox"/> In a public or inappropriate setting <input type="checkbox"/> Unfriendly 	Inappropriate Banter: <ul style="list-style-type: none"> <input type="checkbox"/> Student incident reports <input type="checkbox"/> Restorative conversation - about respect <input type="checkbox"/> Student reports peer conflict to CRT <input type="checkbox"/> Managed by classroom teacher 	Inappropriate Banter: <ul style="list-style-type: none"> <input type="checkbox"/> Recorded as a wellbeing incident <input type="checkbox"/> Restorative conversation <input type="checkbox"/> Reminder of PBL values
Conflict:	Conflict:	Conflict:	Conflict:

<ul style="list-style-type: none"> <input type="checkbox"/> Peer difficulty or disagreement between two people reported by student <input type="checkbox"/> An imbalance of power <input type="checkbox"/> Inappropriate communication <input type="checkbox"/> Classroom teacher notices a peer difficulty 	<ul style="list-style-type: none"> <input type="checkbox"/> Peer difficulty or disagreement between two people reported by student <input type="checkbox"/> An imbalance of power <input type="checkbox"/> Inappropriate communication <input type="checkbox"/> Classroom teacher notices a peer difficulty 	<ul style="list-style-type: none"> <input type="checkbox"/> Student incident reports <input type="checkbox"/> Restorative conversation - about respect <input type="checkbox"/> Student reports peer conflict to CRT <input type="checkbox"/> Shared concern method <input type="checkbox"/> Resilience building <input type="checkbox"/> Managed by a head teacher or trained wellbeing staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded as peer conflict under wellbeing <input type="checkbox"/> Restorative conversation <input type="checkbox"/> Reminder of PBL values <input type="checkbox"/> Group education - Shared concern method <input type="checkbox"/> Group education - Resilience building
<p>Harassment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Swearing <input type="checkbox"/> Gesture <input type="checkbox"/> Name calling <input type="checkbox"/> Discrimination based on sex, race, religion, disability, sexual orientation or gender identity <input type="checkbox"/> Personal description of the features of the other person <input type="checkbox"/> In person <input type="checkbox"/> Via electronic means <input type="checkbox"/> Threat of violence <input type="checkbox"/> Violence <input type="checkbox"/> Sexual harassment 	<p>Harassment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Swearing <input type="checkbox"/> Gesture <input type="checkbox"/> Name calling <input type="checkbox"/> Discrimination based on sex, race, religion, disability, sexual orientation or gender identity <input type="checkbox"/> Personal description of the features of the other person <input type="checkbox"/> In person <input type="checkbox"/> Via electronic means <input type="checkbox"/> Threat of violence <input type="checkbox"/> Violence <input type="checkbox"/> Sexual harassment 	<p>Harassment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student incident reports <input type="checkbox"/> Restorative conversation - about respect <input type="checkbox"/> Student reports peer conflict to CRT <input type="checkbox"/> Shared concern method <input type="checkbox"/> Mediation <input type="checkbox"/> Resilience building <input type="checkbox"/> Referral to deputy principal for disciplinary action 	<p>Harassment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recorded as minor behaviour of concern <input type="checkbox"/> Restorative conversation <input type="checkbox"/> Reminder of PBL values <input type="checkbox"/> Group education - Shared concern method <input type="checkbox"/> Group education - Resilience building <input type="checkbox"/> Managed by the Deputy Principal <input type="checkbox"/> Suspension Caution <input type="checkbox"/> Repeated - Suspension
<p>Bullying is repeated:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Swearing <input type="checkbox"/> Gesture <input type="checkbox"/> Name calling <input type="checkbox"/> Discrimination based on sex, race, religion, disability, sexual orientation or gender identity <input type="checkbox"/> Personal description of the features of the other person <input type="checkbox"/> In person <input type="checkbox"/> Via electronic means <input type="checkbox"/> Threat of violence <input type="checkbox"/> Violence <input type="checkbox"/> Sexual assault 	<p>Bullying is repeated:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Swearing <input type="checkbox"/> Gesture <input type="checkbox"/> Name calling <input type="checkbox"/> Discrimination based on sex, race, religion, disability, sexual orientation or gender identity <input type="checkbox"/> Personal description of the features of the other person <input type="checkbox"/> In person <input type="checkbox"/> Via electronic means <input type="checkbox"/> Threat of violence <input type="checkbox"/> Violence <input type="checkbox"/> Sexual assault 	<p>Bullying is repeated:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student incident reports <input type="checkbox"/> Restorative conversation - about respect <input type="checkbox"/> Student reports peer conflict to CRT <input type="checkbox"/> Shared concern method <input type="checkbox"/> Mediation <input type="checkbox"/> Resilience building <input type="checkbox"/> Referral to deputy principal for disciplinary action 	<p>Bullying is repeated:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recorded as major behaviour of concern <input type="checkbox"/> Restorative conversation <input type="checkbox"/> Reminder of PBL values <input type="checkbox"/> Group education - Shared concern method <input type="checkbox"/> Group education - Resilience building <input type="checkbox"/> Managed by the Deputy Principal <input type="checkbox"/> Suspension Caution <input type="checkbox"/> Repeated - Suspension

Action Taken by: _____ Date: _____ | _____ Uploaded to Sentral Incident Number: _____

EVERYONE

EVERYWHERE

EVERYTIME



RESPECT: NGARRABU MARRUNG

LISTEN & SPEAK POLITELY

ACT SAFELY

LOOK AFTER OUR SCHOOL



RESPONSIBILITY: GAGA MARRUNG

BE PREPARED

RIGHT PLACE RIGHT TIME

MAKE GOOD DECISIONS



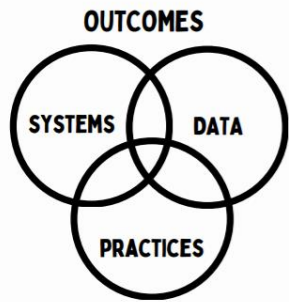
PERSONAL BEST: BARRABA MARRUNG-GANG

WEAR SCHOOL UNIFORM

ACTIVELY PARTICIPATE

DELIVER QUALITY WORK





1 LEADERSHIP

PBL TEAM

Every second (Week B) Tuesday the PBL team meets in the Common Room at 8am



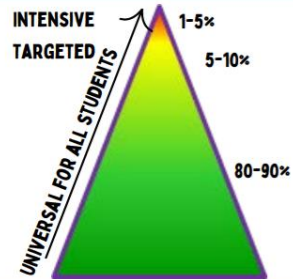
STUDENT AMBASSADORS

A team of Year 7-10 student representatives meet daily during roll call.



COMMUNICATION

Faculty Data sent fortnightly to HTs, meeting minutes can also be accessed on Sentral.



2 DEFINING EXPECTED BEHAVIOUR SCHOOL MATRIX

A grid of screenshots showing the 'BEHAVIOUR CONSISTENCY GUIDE' for three core values: RESPECT (Ngarrabu-Marrung), RESPONSIBILITY (Gaga Marrung), and PERSONAL BEST (Barraba Marrung-Gang). Each section lists specific expectations such as 'LISTEN & SPEAK POLITELY', 'ACT SAFELY', 'LOOK AFTER OUR SCHOOL', 'BE PREPARED', 'RIGHT PLACE RIGHT TIME', 'MAKE GOOD DECISIONS', 'WEAR SCHOOL UNIFORM', 'ACTIVELY PARTICIPATE', and 'DELIVER QUALITY WORK'.

Positively stated expectations within the three core values of RESPECT - RESPONSIBILITY - PERSONAL BEST

Faculties also have specific matrices

6 RESPONDING TO PROBLEM BEHAVIOUR

BEHAVIOUR CONSISTENCY GUIDE.

Comprehensive guide to determine appropriate responses to behaviours.

A collection of screenshots from the 'BEHAVIOUR CONSISTENCY GUIDE' and 'SCHOOL WIDE STRATEGIES'. The strategies include 'REDIRECT', 'PROXIMITY', 'SIGNAL OR NONVERBAL', 'RESTITUTION', 'CONFERENCE', 'CHOICE', 'RETEACH', and 'IGNORE / ATTEND / PRAISE'. It also includes a 'POSITIVE FEEDBACK' section.

STUDENT PLANS

Flags attached to student Sentral profiles indicate associated plans. See plans for specific response strategies



3 TEACHING EXPECTED BEHAVIOUR

WEDNESDAY ASSEMBLY

Weekly whole-school assembly focuses on introducing the PBL Focus for the Week and celebrating students.



SCHOOL WIDE PBL LESSON

Weekly extended roll call to allow for the school-wide focus lesson to be delivered. Lesson can be found in daily notices on Sentral. Lesson Schedule.



SIGNAGE

Consistent and specific expectations displayed around the school



POSITIVE BEHAVIOUR FOR LEARNING SEVEN ESSENTIAL FEATURES UNIVERSAL PREVENTION, TIER ONE

Three circular icons representing the core values: 'RESPECT' (Ngarrabu-Marrung), 'RESPONSIBILITY' (Gaga Marrung), and 'PERSONAL BEST' (Barraba Marrung-Gang). Each icon features a target symbol and a hand holding a pencil.

4 ENCOURAGING EXPECTED BEHAVIOURS

Make positive contact with students. 4 positives: 1 negative Use the positive language from our posters.

CONTINUUM OF REINFORCEMENT

- Like Its
- Quick Merits on Sentral
- Commendation letters on Sentral
- Faculty Achiever Award on Sentral

7 REVIEW, DATA AND ONGOING MONITORING

PBL ROUNDS

School-based PL involving observations

PROFESSIONAL LEARNING

Accredited PL for Intro to PBL and Tier 1 Practice.



DATA INFORMED

Regular review of Sentral data to inform school-wide focus.



PBL ASSESSMENT

School-wide Evaluation Tool (SET) Self-Assessment Survey (SAS) Benchmark of Quality (BoQ)

5 EFFECTIVE CLASSROOM PRACTICES

THE IRRAWANG 5



Displayed in each classroom and outline five expectations for all classrooms. To be explicitly taught in whole-school and classroom contexts.

PLAYGROUND DUTY

Screenshots of the 'PLAYGROUND DUTY' roster, showing a map of the school grounds and a table of duty assignments for various areas.

Roster outlines active supervision practice and outlines expectations for each area within the school
















REFLECTIVE PRACTICE

PBL 101s lesson checklists available for reflection or informal observation feedback

A screenshot of the 'IRRAWANG HIGH SCHOOL PBL Lesson Observation / Reflection Tool', which includes sections for 'CORRIDOR', 'START OF LESSON', 'PRACTICE', 'GENERAL', and 'WRAP UP'.















IRRAWANG HIGH SCHOOL BEHAVIOUR CONSISTENCY GUIDE

LEGENDARY STATUS GOING OVER AND ABOVE

-  Supporting our school and peers at school and in the community.
-  Showing respect
-  Include everyone.
-  Working cooperatively in teams.
-  Be an upstander
-  Cleaning up after myself and others.
-  Being helpful and seeking help
-  Negotiating and resolving conflict with peers.
-  Make a positive impact in the community.
-  Completing personal extension tasks.
-  Wearing school uniform with pride.
-  Participating in activities with enthusiasm.
-  Representing the school with pride.
-  Setting high expectations and achieving them.
-  Being resilient
- Continually doing things 'we like to see'













**POSITIVE REINFORCEMENT
COMMENDATION, FACULTY ACHIEVER
AWARD, COMMUNITY PBL AWARD**

THAT'S WHAT WE LIKE TO SEE

-  Looking after school equipment.
-  Being kind
-  Respect the learning rights of others.
-  Use manners.
-  Being fair in competition.
-  Act Safely
-  Cleaning up after myself.
-  Following instructions
-  Looking after our environment.
-  Phone is off and away
-  Right place, right time.
-  Appropriate equipment.
-  Making good decisions.
-  Great effort in classwork
- Actively participate.
- Cooperate with others.
- Challenge myself as a learner.
- Deliver quality work.
- Wear school uniform.




**POSITIVE REINFORCEMENT
LIKE IT, QUICK MERIT**

I CAN DO BETTER THAN THAT

-  Disrespect.
-  Harrassment
-  Inappropriate physical contact (not serious).
-  Removable graffiti.
-  Accidental breakage.
-  Misuse of school property and equipment.
-  Out of class without a pass.
-  Phone misuse (Yondr)
-  Socialising in toilets.
-  Late to class / Truancy
-  Out of bounds
-  Out of uniform.
-  Refusal to follow instructions
- Non completion of set tasks/activities













**CLASSROOM TEACHER MANAGED
UTILISE SCHOOL WIDE STRATEGIES
MINOR SENTRAL INCIDENT**

THIS IS GETTING SERIOUS

-  Repeated Minor Behaviours
-  Permanent damage to school property/equipment. Large, major, permanent graffiti/ obscene content.
-  Use/possession of vape/tobacco/alcohol.

**AFTER TEACHER INTERVENTIONS
HEAD TEACHER MANAGED
MAJOR SENTRAL INCIDENT**

ALERT

-  Actual Harm, unacceptable risk to health and safety.
-  Damage destruction or loss of property.
-  Physical violence/Aggressive Behaviour.
-  Verbal Abuse
-  Psychological abuse.
-  Bullying.
-  Theft.
-  Sustained possession/use of vape/tobacco/alcohol/suspected illegal substance.
-  Misuse of technology
-  Continuing persistent behaviour posing an unacceptable risk to another person's learning and or wellbeing.
-  Unacceptable risk to health and safety/learning/wellbeing.
-  Continuing consistent unproductive and disruptive behaviour.

**DEPUTY PRINCIPAL MANAGED
MAJOR SENTRAL INCIDENT**

SCHOOL WIDE STRATEGIES

Responses to ALL students' behaviour is:
CALM - CONSISTENT - BRIEF - IMMEDIATE - RESPECTFUL - PRIVATE

POSITIVE FEEDBACK



MAKE POSITIVE CONTACT WITH STUDENTS.
4 POSITIVES:1 NEGATIVE
USE THE POSITIVE LANGUAGE FROM OUR POSTERS.



USE LIKE ITS

COMMENDATION LETTERS ON SENTRAL



QUICK MERITS ON SENTRAL

REDIRECT

This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the school wide or non-classroom behaviour or classroom rule/procedure. A redirect emphasises the 'what' of the behaviour instead of 'why'.

PROXIMITY



This strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of protection and strength and helps the student to control their impulses by the teacher's proximity.

SIGNAL OR NONVERBAL

Non-verbal techniques include things such as eye contact, hand gestures, a card system, picture cues etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is to prepare to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.



RESTITUTION



Involves having the student compensate for any damage that is a result of their actions.

CONFERENCE

Lengthier reteaching or problem solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is retaught, reasons for the desired behaviour are explored and a plan is made to ensure the behaviour is used in the future.



CHOICE

Providing choice can be used when redirecting or reteaching have not worked. This is the statement of two alternatives - the preferred or desired behaviour or a lesser preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice and when the student chooses wisely, provide praise.

RETEACH

Builds on redirect and reteaches the specific behaviour or routine. Label the skill, teach, show and give the immediate opportunity for the student to practice demonstrating the skill. Positive feedback should follow a student showing the skill.



IGNORE / ATTEND / PRAISE

This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately.

IRRAWANG HIGH SCHOOL PBL 101s Lesson Observation / Reflection Tool

CORRIDOR

- Low wait time in the corridor
- Greeting students warmly
- Phones away
- Hats off
- Equipment check
- Rewarding students who are organised and following instructions
- Remind of seating plan (when applicable)

START OF LESSON

- Low wait time for subject-specific starter
 - Learning Goal and Social Goal outlined
 - Roll is marked
 - Reminder of expected behaviour (phones are off and away, hats are off, hands up, etc.)
 - Rewarding students for making a positive start/quality work/participation
- INSTRUCTION FOR NEW MATERIAL:**
- All students are forward facing
 - Prompting students for contributions
 - Model/demonstrate exemplary work/outline steps to success
 - Transition to next activity is clearly articulated

PRACTICE

- Classwork reflects instruction
- Completion is achievable
- More work is available for fast finishers
- Effort is rewarded
- If multiple students ask the same question, the class is stopped and further instruction is offered
- Feedback is fluid

GENERAL

- Routines are clear and expectations are referred to
- Supervision - proximity, sweep, movement
- Calm, respectful communication
- Behaviour-specific praise
- Behaviour correction is specific, brief, respectful and in private. Positive language is used.
- Response to negative behaviour - ignore, provide choice, briefly relocate.

WRAP UP

- Students have glued in worksheets
- The room is neat and tidy with all equipment packed away
- Brief discussion: Where to next lesson? Big picture.
- Positive conclusion/exit activity.

Review dates

Last review date: 11 September 2024

Next review date: 30 January 2025: Day 1, Term 1, 2025

