

Kirrawee High School Behaviour Support and Management Plan

Overview

Kirrawee High School is committed to explicitly teaching and modelling positive behaviour and supporting all students to be engaged with their learning. The school prioritises our Social and Emotional Learning Scope and Sequence, Year 7 Wellbeing Lessons and Signature Strengths. By incorporating these strategies, Kirrawee High School helps students develop the social and emotional skills they need to succeed academically and in life and creates a positive and supportive school environment.


Promoting and reinforcing positive student behaviour and school-wide expectations

Kirrawee High School expects that all students will strive to build the following strengths:

- respectful global citizens who embrace a common humanity
- responsible and engaged students who are proud of themselves and their school
- resilient learners who work towards their personal best.

Kirrawee High School uses strategies and systems to recognise, explicitly teach, and reinforce positive student behaviour and behavioural expectations. These include:

- Signature Strengths
- Student behaviour expectations
- Disruption to learning procedures
- Reflection activities
- STARS
- Student of the Week



All students are expected to exhibit positive behaviour that contributes to the safety and wellbeing of themselves and others. Any actions that could potentially cause harm, threaten safety, or impede learning and wellbeing will not be tolerated. Such behaviours include but are not limited to aggressive or hostile behaviour, verbal or psychological abuse, physical violence, bullying (including cyber-bullying), assault, criminal behaviour, racism or discrimination, misuse of technology, destruction/vandalism of property, possession or supply of a banned or restricted substance/item. Additionally, all students are expected to uphold and strive for positive behaviours that display respect, safety, and engagement.

Teaching positive behaviour at Kirrawee High School involves creating a culture of respect, responsibility, and positivity that encourages students to develop healthy social and emotional skills. The school models positive behaviour by treating students with respect, being courteous, and showing empathy and understanding. Positive behaviour is rewarded with praise, recognition, and tangible rewards such as STARS, certificates and recognition rewards. This encourages students to continue exhibiting positive behaviour throughout their time at Kirrawee High School.

Clear expectations for behaviour in the classroom and throughout the school are established and communicated to students and parents through the Schools' Signature Strengths and behaviour expectations. Students are taught social and emotional skills such as empathy, self-regulation, and conflict resolution through classroom lessons, year meetings, and other activities. Students are involved in developing and implementing school-wide behaviour programs, such as student-led committees or peer mediation programs. A sense of community is fostered by promoting positive relationships among students, teachers, and staff, and by encouraging participation in school activities and events.

Individualised support is provided for students who struggle with behaviour issues, such as counselling, mentoring, or behaviour intervention and support plans.

Behaviour Code for Students

Kirrawee High School expects student to meet the expectations outlined in The Behaviour Code for Students. This can be found at <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316/pd-2006-0316-01>. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

Whole School Approach

Care Continuum	Strategy or Program	Details	Audience
Prevention	Signature Strengths	Classroom systems of support that bring together the whole school community to contribute to developing a positive, safe, and supportive learning culture.	Whole school
	Student Wellbeing Pulse Survey	Students are actively encouraged to check in weekly to reflect on their own wellbeing. Data from this survey is used to review and inform wellbeing activities.	Whole school
	Police Youth Engagement Officer	The PYEO delivers age-appropriate workshops and seminars to students to support their development related to the social-emotional capabilities continuum.	Whole school
	Wellbeing Professional Learning	Each week staff actively participates in professional learning. Each term there will be learning attributed to supporting student wellbeing	All Staff
	Student behaviour expectations and disruption to learning procedures	Behaviour expectations are explicitly stated to students at the start of the year and communicated on the front page of student diaries. Students reflect on these expectations through restorative conversations with teachers. The procedures for managing disruption to learning is communicated to all students, parents and staff.	Whole school
	Social and emotional learning scope and sequence	Year Advisers develop and implementing a scope and sequence to address wellbeing concerns and typical issues of each cohort. This is developed using ACARA's personal and social capabilities .	All years
	Anti-Bullying Initiatives	Students engage with school-developed and externally provided workshops targeting the development of pro-social behaviours and respectful relationships including Love Bites, Cyber Safety,	All students
	School Assemblies	Positive social behaviour aligned to behaviour expectations and	All students

Care Continuum	Strategy or Program	Details	Audience
		expectations for learning are outlined and discussed regularly.	
	Year Meetings	Positive social behaviour aligned to behaviour expectations and expectations for learning are outlined and discussed fortnightly.	All students
	Head Teacher Student Engagement	This position is established to oversee the development of wellbeing curricular and proactive social and emotional learning programs to support the development of skills in self-regulation and resilience.	All students
Early Intervention for all or some	School Support Officer	The SSO facilitates individual and small group intervention to promote and teach healthy coping strategies, positive relational behaviours and resilience.	All students
	Mental Health and Wellbeing Programs	Students engage with evidence-based mental health and wellbeing programs that seek to target identified needs across cohorts and groups. Programs such as Riding the Wave run by Headspace, MyStrengths and MyResilience and mentoring programs are used to support the development of self-regulation and resilience in students.	All students
	School Counselling Service	The School Counselling team works closely with the learning support and wellbeing teams to support staff in implementing best practices for enhancing student mental health. The team liaises with teaching staff and Year Advisers to provide advice and assist with proactive planning for well-being supports.	All students

Care Continuum	Strategy or Program	Details	Audience
	Student Wellbeing Pulse	The Wellbeing Team reviews data collected through weekly Pulse check-ins to inform planning for cohort and whole school interventions. The team analyses data and supports Year Advisers to embed these needs-based observations in planning for Year Meetings, externally sourced workshops and school-based wellbeing programs.	
	Year 7 Wellbeing Lessons	Students participate in fortnightly wellbeing lessons designed to explicitly teach concepts related to values, character strengths and resilience.	Year 7
	Peer Support	Student leaders in senior years orientate new year 7 students to school int terms of procedures and building social connections.	Year 7
	Learning Support Team	<p>The school learning and support team plays a key role in supporting students with disabilities and additional learning needs.</p> <p>The team:</p> <ul style="list-style-type: none"> • supports teachers in identifying and responding to the additional learning needs of students. • facilitates and coordinates a whole school approach to improving the learning outcomes of every student. • coordinates planning processes and resourcing for students with disability and additional learning and support needs. • designs and implements the supports required to build teacher capacity so that all students access quality learning. • develops collaborative partnerships with the school, parents and carers, other professionals and the wider school community. 	Students with disability and additional learning needs
	Transition Strategies	The Year Advisers and executive staff meet with feeder primary schools to ensure students are	

Care Continuum	Strategy or Program	Details	Audience
		known to the wellbeing team. Information is followed up by the Learning Support Team. Year 7 Bootcamp occurs in the first week of Year 7 to orientate students to the school.	
Targeted interventions for some	Delivery support Team	The school liaises and consults with the Delivery Support Team to provide targeted, individualised support to students with identified learning and wellbeing needs.	
	Student Support Officer	The SSO provides individual support to students who present with mental health and wellbeing concerns and require low level counselling support. The SSO supports students to develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. The SSO supports the establishment of links to external services based on the individual wellbeing and behavioural needs of students.	
	School Counselling Team	The School Counselling Service offers mental health and wellbeing supports to students in the context of their learning and experience at school. School Counsellors can facilitate referrals to external services, complete psychometric testing and assessments, and provide counselling support to students. The team works closely with the wellbeing and learning support teams to ensure interventions for students are individualised, evidence based and collaboratively implemented by teaching staff.	
	Student Mentors	Student Mentor programs are being established to support awareness of and access to mental health supports. Students can self-refer to members of the Student Mental Health Mentor team for advice, guidance and support in positive relationship building, engagement	

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		at school and positive wellbeing strategies.	
	Sista Speak	A cultural and mentoring workshop program at our school, which has a strong cultural focus and is designed to inspire and motivate Aboriginal young people about the importance of education.	Female Aboriginal and Torres Strait Islander Students
	Yarning Circles	Culturally inclusive environments are created for First Nations Students to connect with culture and community members and to share experiences in building identity with their peers. The 'bring a friend' program allows for the inclusion of non-Aboriginal students to participate in the Yarning Circles and enhance cultural awareness.	Aboriginal and Torres Strait Islander Students
	HSC Support Teacher	This role provides intensive support to students in Years 11 and 12 by teaching positive study habits, organisational strategies and goal setting.	Year 11 and 12 students
	School Behaviour Monitoring	Student behaviour is monitored through interactions in the classroom, playground and co-curricular activities. The signature strengths and behaviour code establish a set of expectations that are communicated to students, teachers, and parents. This creates a positive school culture and promotes consistency with management of behaviour.	
	Learning Support	The Learning and Support Team works with teachers, students, and families to support those students who require personalised learning and support. Including Instructional leadership, development of Learning Support Plans, Risk Assessments and Safety Plans	Individual students, families and staff
	Attendance Programs	Attendance reports are generated twice a term to identify students requiring additional support in attending school. The wellbeing team communicates support with students and parents to address	

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Individual Interventions		barriers. As an indicator of challenges in wellbeing and learning, students with low rates of attendance are provided with additional support to improve their experience at school. Attendance recognition activities are held once a term for students with high rates of attendance.	
	Individual Behaviour Support Plans	An Individual Behaviour Support Plan is developed for a student with persistent and/or serious challenging behaviour. The plan outlines replacement behaviours required and support to achieve this. Staff from the school wellbeing team work with the student to identify causes, develop strategies, and monitor the effectiveness of the plan. The plan may also involve input from the family and other support services.	

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
Minor Detentions	Break times for max 15 mins	Teaching Staff	Sentral
Teacher Reflection Sheets	As required	Teaching Staff	Sentral
Head Teacher Reflection Sheets	As required	Executive Staff	Sentral
Afterschool Detention	A1L – 2pm-3pm Thursdays	Head Teachers	Sentral
DP Afterschool Detention	Front Office 3pm-4pm	Senior Executive	Sentral
Main Office Interview Rooms <ul style="list-style-type: none"> • Writing statements • Waiting to speak to exec staff • Engaging in reflection activities, timeout, and quiet space for learning 	As required	Deputy Principal / Principal	Sentral
Sport Detention	During Sport Afternoon – 1 hour	Sport Coordinator	Sentral
Uniform Detention	E26 Recess 15 mins	Uniform Coordinator	Sentral
Late Arrival Detention	A1L Recess 15 mins	Head Teacher Administration	Sentral
Wellbeing Hub Timeout Space	Library 15 mins	Head Teacher Welfare/SSO	Sentral



Partnership with parents/carers

Kirrawee High School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies.

Kirrawee High School will communicate these expectations to parents/carers by accessibility to plans, procedures and expectations on our school website, review processes involving P&C and/or separate consultation forums as appropriate.

School Anti-bullying Plan

Our Anti-bullying policy and plan is available on the school's website. Please see the links below.

[KHS Anti-Bullying Plan 2023](#)

[KHS Anti-Bullying Policy](#)

More information can also be found on the Department of Education's website. [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).

Review dates

Last review date: 6th April 2023

Next review: 6th April 2024