

BRISBANE WATER SECONDARY COLLEGE

WOY WOY



CAMPUS

SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

STRENGTH THROUGH UNITY

WOY WOY CAMPUS

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OVERVIEW

Brisbane Water Secondary College (the school) is committed to explicitly teaching and modelling positive behaviour and to support all students to be engaged in their learning.

Our priorities are set out in the Strategic Improvement Plan (located on our website) with a goal to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, 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 to support students to acknowledge harm and learn from their behaviour.

To achieve our mission, Restorative Practice* and key programs (see Appendix A) are prioritised and valued by the school. 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.*

PARTNERSHIP WITH PARENTS AND CARERS

Our school will partner with families 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 Tell Them From Me Surveys, school surveys, consulting with the school's P & C Association and local AECG
- using concerns raised through complaints procedures to review school systems, data and practices.

We will communicate these expectations to parents/carers through the school newsletter, website and provide links to information and resources in the [Behaviour support toolkit](#)

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SCHOOL-WIDE EXPECTATIONS AND RULES

Brisbane Water Secondary College Woy Woy Campus has the following school-wide expectations and rules:

To be respectful, responsible, resilient learners.

Respectful	Responsible	Learner
Be kind and value others	Be safe	Seek help, accept advice
Use appropriate language	Be equipment ready	Restore harm, recognise
Work co-operatively	Be on time	Overcome challenges
Accept differences	Be ready to learn	Be aspirational, be your best

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

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
- 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.

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The care continuum is a whole-school system that can assist schools to adopt a prevention-focused approach and help to address the full spectrum of student needs including:



There are different entry points for each student depending on their level of need. An intervention can begin at prevention or at any other point across the continuum. The care continuum is designed to be used in both directions where it is relevant to the needs of the student or class. Some strategies may span across the continuum where relevant.

Care Continuum	Strategy or Program	Details	Audience
Prevention	Wellbeing leadership group	Student input into wellbeing events	Whole School
Prevention	Engagement monitoring program	Monitor weekly, tracking student engagement across subjects.	Whole School
Prevention	Aboriginal Leadership walks	Blending Aboriginal yarns into wellbeing philosophy of the campus.	Whole School
Prevention	Pancake breakfast	Local Church does this complimentary once a fortnight to create community and feed students	Whole School
Prevention	Eat up lunch	Toasties in Break 1	Whole School
Prevention	Life Ready	25-hour course designed to prepare and support senior students as they encounter situations related to health and safety.	Year 11-12
Prevention	FriYay	Special wellbeing topics such as Kindness Day.	Whole School
Prevention	Leadership credentials	Students gain silver or gold badge through volunteering.	Whole School
Prevention	The Resilience Project	Gratitude, empathy and mindfulness taught to all of year ten.	Year 10
Prevention	Strong relationship student	Teachers with the ability to learn about students ie. Names, background, learning needs. Personalised Learning Pathways allow for teachers to be aware of student goals and needs. Transition point from 9-10, 10-11, 11-12 and	Whole School

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Care Continuum	Strategy or Program	Details	Audience
		post school. Wealth of information sharing.	
Prevention	Communication with parents	Year level information nights Engagement levels Certificates Reports Phone Calls Griffingram updates	Parent involvement
Prevention	Engaging parent involvement	Thousands of recorded parent contacts this year Parent/Teacher Social Media Newsletter P&C School Bytes AECG Naidoc week Parent invites, special events Transition nights Adults who care	Parent involvement
Prevention	Turn taking and collaborative activities	Think pair share game learning. Communication games Brain breaks, Wordle during roll call AVID activities	Whole School
Prevention	Integrating mindfulness and movement breaks	PDHPE does yoga and progressive muscle relaxation Classes outside or in Yarning Circle Relaxing music to silent lesson Teachers provide students with movement breaks	Whole School
Prevention	Google Classroom for extended absences	Google Classroom used to provide access to all	Whole School
Prevention	SSO Program	Student Support Officer providing support & programs designed for specific purposes. Seeks external Wellbeing program opportunities to suit student needs. Personal Planning	Whole School
Prevention	Explicit teaching & modelling of specific skills including behaviour expectation + social skills	Rules and expectations Year level assemblies with expectations outlined. Assistant Team Leader and Year Advisor roll call visits Recording & responding to wellbeing matters on Sentral. Team rewards	Whole School
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Care Continuum	Strategy or Program	Details	Audience
Prevention	Class based systems of expectations & positive reinforcements	Lining up Equipment ready EQ/ learning intention Uniform tracking Phone expectations	Whole School
Prevention	Liaison with previous teachers, external paraprofessionals	Transitions from middle school to senior campus	Whole School
Prevention	Wellbeing initiatives and Programs	Love bites RYDA safe driving Core of life Consent talk Batyr talks and Batyr leadership group Butterfly foundation Bully zero R U OK Day Cancer Awareness Day (Pink) School Camps/ Excursions PRIDE celebrations Harmony Day World Kindness day	Whole School
Prevention	High quality differentiation	- Needs recorded - Personalised Learning Plans, Individual Learning Support Plans, Behavioural Learning Support Plans - Targeted classes - Learning support LAST - SLSO's	Whole School
Prevention	Restorative approach to build, maintain and restore relationships.	Behaviour cards Mediations TL & ATL Structure in year 10 YA support Student Services	Whole School
Prevention	Student can voluntarily attend SSO	Alternate Playground/ Classroom space for students having trouble in managing peer relationships and facing difficulties in the classroom	Whole School
Prevention	School values	Development of school core values around Respect, Commitment and Relationships. Signage to promote positive behaviours.	Whole School
Prevention	Consistent Classroom Practice	Non-Negotiable's displayed in every room Classroom Behaviour flowchart displayed in every room Line up at the beginning of each lesson- Year	Whole School

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Care Continuum	Strategy or Program	Details	Audience
		Ten	
Prevention	Class formation	Year Ten classes are formed on students' social capacity and academic ability.	Year 10
Prevention	Reward System	Mid-term awards Reward Excursions Sporting and Team events House based activities	Whole School
Prevention	Positive Rewards System	Reward letters, Post Cards, Year Advisors commendations, Principal commendations, Awards presentations	Whole School
Prevention	Cultural Inclusive initiatives	ALEC team space Diversity group EALD Support Wear it Purple Day Harmony Day Name/pronoun review with parent approval	Whole School
Prevention	Healthy Young Women (HYW)	Individuals and groups of students as identified by Year Advisor, staff, Head Teacher Wellbeing & LST. HYW program aims to promote self-care, safety, mental and physical health, respectful relationships, and preparedness for adulthood.	Female students in Years 10-12
Prevention	Boys Program HYM	Individuals and groups of students as identified by Year Advisor, HYM staff & Learning Support Team HYM program aims to promote self-care, safety, mental and physical health, respectful relationships, and preparedness for adulthood	Male students in Years 10-12
Prevention	Aboriginal and Torres Strait Islander	Mingaletta interaction School Funded Aboriginal Education Officer Digeridoo Group Art Group Bush Tucker Garden & Yarning Circle Dance Group	Whole School
Early Intervention	Year 11-12 learning conference	HSC preparation activities and lectures	Year 11 - 12
Early Intervention	Classroom management Social stories Visual queries & strategies	Transition 9 > 10, 10 > 11, 11 > 12, Anger management SSO and ESS mentoring SS Hub ARCO	Whole School

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Care Continuum	Strategy or Program	Details	Audience
	Continued use of preventative programs	External agency referral Parent communications LST referrals TEAM structure (Y10) Sentral reporting Take 10 passes Award/ Rewards YA/DP interviews Playground extraction Individual Learning Support Plans Behavioural Support Plans Risk Management Plans Personalised Learning Plans Homework centre Library	
Early Intervention	Team outside the School	Learning and Wellbeing Office APLAS HSLO ACLO Behaviour Specialist	Individual students, families & staff
Early Intervention	Learning Support Team	Weekly meeting involving Deputy Principals, Head Teacher Wellbeing, Counselor, Careers, Aboriginal Education Teacher to support students learning and behavioral needs.	Whole School
Early Intervention	Senior Student mentors	Individual students invited to positively engage with senior Exec to mentor through Y12	Individual students
Early Intervention	Right Place Right Time	Students arriving late to class are recorded & SMS sent home	Individual students
Targeted Intervention	Wellbeing Programs	Anxiety Program Emotional Regulation Stand Tall Soroptimists Program	Whole School
Targeted Intervention	Classroom management	Call parent/carer Behaviour monitoring cards Student Services Transition Seating plans Playground extraction Team structure Targeted classes Silent reading/writing Take 10 passes Behaviour support plans ILSP	Whole School

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Care Continuum	Strategy or Program	Details	Audience
		PLP Detentions Reward systems Engagement levels Differentiation Mentor programs Counsellor and Aboriginal Education Officer Police Liaison officer LaST ARCO SLSO	
Targeted Intervention	Mediation	Mediation between Students/ Staff to resolve social conflicts directed by DP and facilitated by DP or SSO	Individual Students & Staff
Targeted Intervention	LaST	LaST work with teachers, students, and families to support students requiring personalised support	Individual Students, families & staff
Targeted Intervention	Rage Program	Individuals and groups of students as identified by Year Advisor, Head Teacher Wellbeing and/or Deputy Principal Rage program is strength-based anger management program	Whole School
Targeted Intervention	Thrive Class	Individuals students as identified through LST. Intense level of support through Year 11 to enable these students to step into the world of work.	Year 11
Individual Interventions	Max Potential	Students sponsored by Gosford RSL to be mentored to create a major project for community benefit.	Year 10
Individual Interventions	Classroom management Students with disability + learning support needs Professional learning	ILSP's- interventions, PLP's, BMP's, RMP's Health care plans Access requests Review meetings x 2 (PCS>review ILSP's) Seating plans Better choices mentoring program Bamba Gii, Bamba Yihara Indigenous mentoring program COVID tutoring program SS Hub- learning support x2 lunch breaks (socialisation/ safe space for students) Sensory assessments SSO Hub School counsellor	Whole School

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Care Continuum	Strategy or Program	Details	Audience
		Codes / communication books Careers advisor > work experience Playground extractions Partial attendance LaST support Time-out passes PCYC courses / priority one Functional behaviour assessments Aboriginal Education- Mitchell SLSO intervention + support Itinerant support -vision/ hearing APLA's RAPT EAL/D allocated staff member Safeguarding kids- DCJ OOHC plans + funding Transition programs	
Individual Intervention	Specialised allied health services School counselling/ support LaSt	Counsellor Mentoring programs ARCO Community support programs COVID tutoring HLSO/ Welfare checks SLSO Support Class changes Parent conferences-Positive + Negative Mediation Reporting Take 10 PLP's Differentiated Curriculum + Life Skills APLA's In-school suspensions/detentions Rewards systems Behaviour support officers Individual goals	Individual students
Individual Intervention	Communication parent Books Check in/ check out Sensory assess /Reports Explicit programs/ social competence Delivery support	Wellbeing teams Ab Ed teams LaST's LST- IEP's, ILSP's, RMP's, ATL meetings, BMP's Student Services Year/DP's Suspension warnings/ Caution	Individual students
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Care Continuum	Strategy or Program	Details	Audience
	systems from other stake-holders		
Individual Interventions	Seasons for Growth	Guidance through the processes of grief.	Individual students
Individual Interventions	AIP	Individual Students as identified by YA, DP, HTW or HSLO Attendance Improvement Planning	Individual students & families
Individual Interventions	Specialised placement class	Individual Students as identified through Access Request Process & LST Supported Class Placements Funding Supported Student Individual Educational Planning	Individual students & families
Individual Interventions	Rage Program, HYM and HYW	Individual students as identified through LST. RAGE is a strengths-based anger management program.	Individual students
Individual Interventions	Mentoring	Students as Identified by Deputy Principal Allocation of a trusted adult to mentor DPPP - Individual support by Deputy Principals to encourage positive behaviours and relationships PPP – Individual support by Principal to encourage positive behaviours and relationships	Individual students
Individual Interventions	Take Ten	Students as identified by Deputy Principals and communicated via Sentral Flags Student given timeout to access identified mentor/ support person to support in regulating behavior	Individual students
Individual Interventions	Police Liaison officer	When required to counsel students in better choices	Individual students & families

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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 B and Appendix C

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, School Support Officers and/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

The school has behaviour management processes (also specifically for bullying) - see Appendix B and Appendix C) Generally,

- 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.

Corrective responses by teachers may include:

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- rule reminder
- re-direct, offer choice or error correction
- prompts
- reteach
- seat change/play or playground re-direction
- stay in at break to discuss/complete work/walk with teacher
- conference
- detention, reflection and restorative practices
- communication with parent/carer

Our 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
<ul style="list-style-type: none"> • Behaviour expectations are taught and referred to regularly. e.g Teachers model behaviours and provide opportunities for practice. e.g. Students are acknowledged for meeting school-wide expectations and rules. • Verbal and non-verbal specific positive feedback • Social-emotional learning lessons are taught in Year 10 	<ul style="list-style-type: none"> • Refer to school-wide expectations. • Use indirect responses e.g. Proximity, signals, non-verbal cues, ignore, attend, praise, redirect with specific corrective feedback. • Use direct responses e.g. rule reminder, re-teach, provide choice, scripted interventions, student conference. Students have an opportunity to meet the classroom/playground behaviour expectation before a low-level consequence is applied. • Teacher records on Behaviour / wellbeing on Sentral. Monitor and inform the family if repeated. For some incidents, a referral can be made to the school's anti-racism contact officer (ARCO) or anti-bullying co-ordinator. 	<ol style="list-style-type: none"> 1. Contact HT/DP to seek help from straight away if there is a risk. Otherwise notify executive ASAP and before the end of the school day. 2. HT/DP/CT 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. 3. HT/DP collects information and reviews the incident from multiple perspectives to determine the next steps. HT/DP/CT to record incident on Behaviour / wellbeing on Sentral and contact parent/carer by email or phone. DP/P may consider further action for e.g. formal caution/suspension.

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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
		4. 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.
Teacher/parent contact	Teacher/parent contact	Teacher/parent contact
<ul style="list-style-type: none"> • Parents are notified through the parent portal when intermittent and infrequent reinforcers are recorded on Sentral. • Student awards for positive behaviour 	<ul style="list-style-type: none"> • Teacher contacts parents 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. 	<ul style="list-style-type: none"> • Parent/carer contact is made by HT/DP/P to discuss any support and behaviour responses, including referral to the LST school counsellor, outside agencies or Team Around a School.

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Responses to serious behaviours of concern

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

- review and document incident
- determine appropriate response/s, including supports for staff or other students impacted
- refer/monitor the student through the school learning and support team
- develop or review individual student support planning, including teaching positive replacement behaviour and making learning and environmental adjustments
- detention, reflection and 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.

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 procedure](#); [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](#).

DETENTION, 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.

Refer to the [Detention and time-out procedures](#) for further information about the strategies.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Detention and reflection	Recess or lunch periods or partial periods	CT/HT/DP/P	Sentral
Detention and reflection	Afternoon school for approx. 60min	DP/P	Sentral
Teacher-directed time-out	During class time and for the shortest time possible	CT/HT/DP/P	Sentral

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Strategy	When and how long?	Who coordinates?	How are these recorded?
Self-directed time out (i.e. Take 10 card)	Anytime in class for 10min as designated location	Student upon approval by DP/P or HT wellbeing.	Sentral
Restorative conversations with students and/or parents	Within school or phone as for duration as necessary depending on the circumstance.	CT/HT/DP/P	Sentral.

REVIEW

Last review date: Day 1, Term 1, 2025

Next review date: Day 1, Term 1, 2026

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APPENDIX A – SCHOOL KEY PROGRAMS

Homework Club

Tutor Club operates every Wednesday afternoon in the Senior Campus Library. Teachers are available to help with homework and assessment tasks. Homework is often a revision of what is covered in class. As well as regular weekly homework, your child may have assessments such as assignments or projects with due dates.

Student Services Hub

The Student Services Hub provides students with support services in an inclusive, friendly environment. There are a number of support services available to help guide students during their time here at Brisbane Water Secondary College - Woy Woy campus. We also organise wellbeing activities for students during each term. This enables students to get involved in a social atmosphere, while meeting new people and building strategies that will also prepare and help them after school life.

Students can get help and assistance with nearly every aspect of their study life - from study support, organisation, student resources and referral to counselling & wellbeing services.

Student Wellbeing Workshops

These workshops consist of a series of workshops which include, but not limited to sessions on sexual harassment, conflict resolution, sexuality, and domestic violence. Workshops has been developed by the Student Welfare team and is delivered by staff with the assistance at times from outside agencies.

Parent Information Nights

These presentations are conducted for senior students and their parents to keep parents and students informed of expectations and to make the senior years a less stressful event.

Life Ready Program

Life Ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. Life Ready focuses on offering opportunities for students to build the functional knowledge and skills for life after school.

Positive Education Program

At the Senior Campus Positive Education is taught once a fortnight to Year Ten. Positive Education classes helps students develop the skills they need to be active participants in how they want to “show up” in the world. Wellbeing, resilience and character can be taught and this notion is at the very core of Positive Education.

Aboriginal Learning and Engagement Centre

The Aboriginal Learning and Engagement Centre (ALEC) aims to:

- Improve the educational outcomes and wellbeing of Aboriginal students so that they excel and achieve in every aspect of their education.
- Ensure collaborative decision making with Aboriginal peoples, parents and carers, families and their communities.
- To meet the learning needs and support the cultural knowledge and identity of every Aboriginal student.

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- Ensure that every targeted Aboriginal student is known, valued and cared for.

High Potential and Gifted Education Programs

A number of opportunities are offered to extend students abilities in a variety of areas. These include Australia wide competitions, performing arts, leadership, academic activities, MUNA, Mind Matters, university courses, the SRC and so on.

Transition Programs (Year 9-10, Year 10-11, Year 11-12 and post school destinations)

Specific activities are offered to ease the transition from one year to another by providing a range of events, information and activities for students and parents. These may include excursions, sporting activities, workshops, presentations, and information events.

Student Representative Council

The Student Representative Council at Brisbane Water Secondary College Woy Woy Campus is devoted to creating a supportive and positive schooling environment that encourages inclusiveness and creativity whilst acting as an unbiased voice for the entire student body. The aim of the SRC is to improve our school and student wellbeing to cater to the needs of the entire school community.

The Prefecture Program

Offered to Years 11 and 12, the opportunity involves leadership, community work, achievement and involvement to gain the status of "Prefect". Students earn a silver badge in Year 11 if they have satisfied the requirements of positive role modelling and leadership as well as 10 hours of community involvement. For Year 12, students must maintain their silver status all year, and complete 20 hours of community service. The prestigious Prefecture is gained in turn by an additional 20 hours of community service.

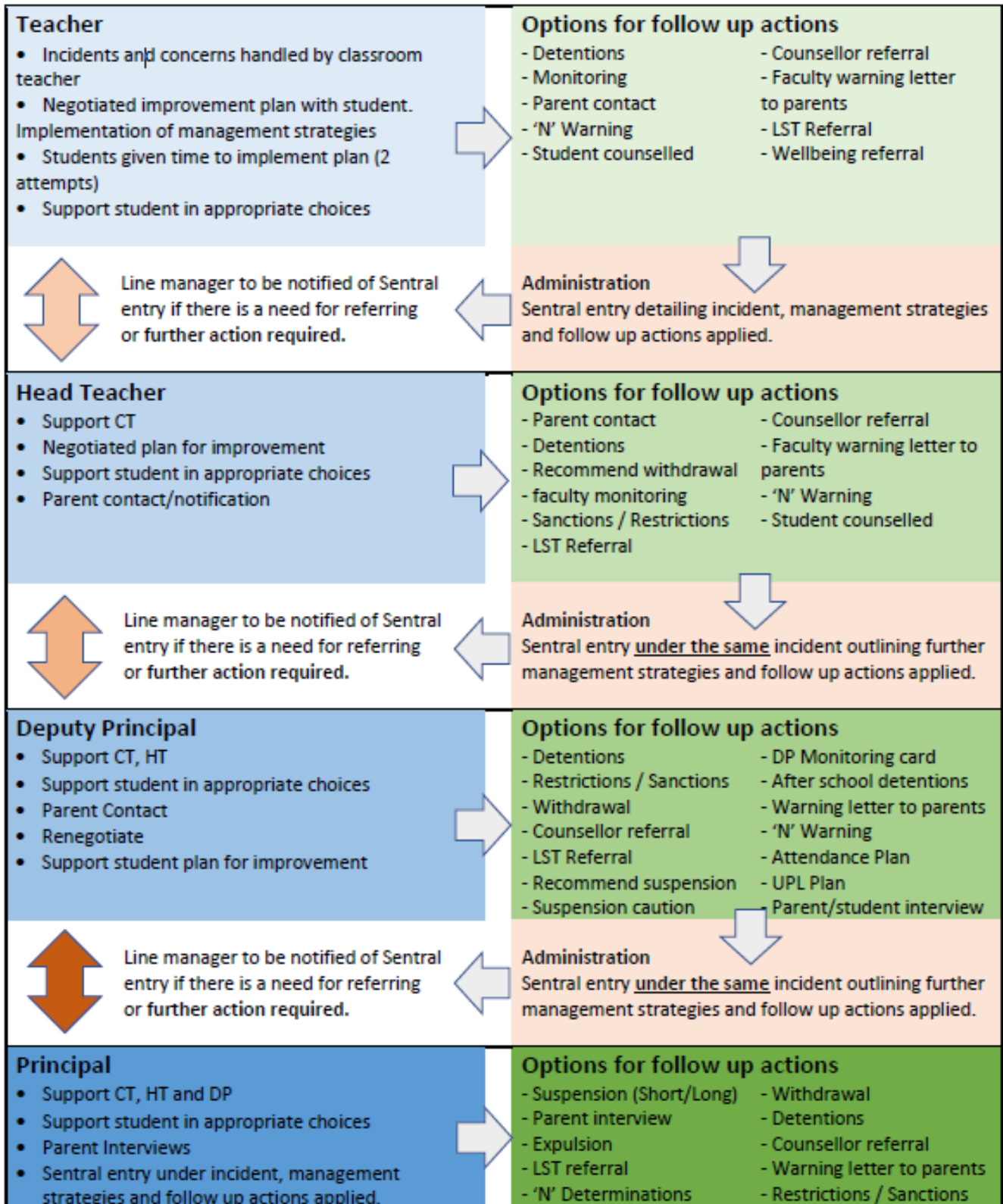
Thrive Program

The Thrive program aims to engage selected students in learning about the world of work and develop their capacity to manage career planning, change and transition. The program encourages students to be self-aware and to develop an appreciation of pursuing further training lifelong learning. The prediction shifts focus to work ready and TAFE opportunities while supporting real life literacy and numeracy goals. The Thrive program also aims to improve attendance, peer and staff relationships, and renew or ignite a love of learning in stage 6

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APPENDIX B – BEHAVIOUR MANAGEMENT FLOWCHART



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APPENDIX C – BEHAVIOUR MANAGEMENT FOR BULLYING FLOWCHART

The following flowchart explains the actions will be taken when school staff 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.



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APPENDIX D – STAFF ROLES & RESPONSIBILITIES

Principal and Deputy Principals

The Principal oversees the Campus wellbeing, behavioural supports and management systems. The Deputy Principals implement the system and work with a specific year group to support student learning.

Head Teacher Wellbeing

Ensures that all personnel are aware of and informed of procedures relating to wellbeing matters. Duties include co-ordinating the Wellbeing Team, professional learning for staff in mental health and positive education and leading groups and training for students.

Classroom Teachers

Each teacher holds primary responsibility for the learning of every student in the class.

Learning Support Team

The school learning and support team plays a key role in ensuring that the specific needs of students with disability and additional learning and support needs are met. The team:

- 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.

Year Advisors

Year Advisors are allocated a cohort of students. They are responsible for the pastoral care and guidance of students, to encourage and support individuals and to promote and develop a cohesive atmosphere within the year group. Year Advisors welcome discussions about any problems, progress, behaviour and relationships with parents and other students.

Counsellors

School counsellors complement and enhance the work of teachers by:

- strengthening schools' student welfare provisions, and
- providing psychological assessments of students with specific needs.

Careers Adviser

The Careers Advisers assist students to explore all possible careers, direct the students' review of job possibilities and give students information on the training necessary to achieve the career they want.

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Head Teacher Learning and Engagement

Head Teacher Learning and Engagement has a role in providing broad based support to students on both the aimed at helping students through identifying learning needs and coordinating resources for academic support. Special programs are often organised, to provide ongoing support for these students. Head Teacher Learning and Engagement will also process Access Requests for funding.

Head Teacher Pathways

Head Teacher Pathways leads the Pathways strategic direction which includes but not limited to the ITC VET initiative to increase the proportion of students attaining their VET credential while maintaining their attendance and engagement in school. Leads Careers, Senior studies and post school destination and business sector relationships and projects.

Head Teacher Secondary Studies

Leads the CAPA faculty, leads whole school professional learning, the SSP initiative including small group tuition and the Futures Academy.

Learning and Support Teacher

The Learning and Support Teacher provides direct and timely specialist assistance to students in mainstream classes with disability and additional learning and support needs and their teachers. Their work emphasises:

- the needs of individual students.
- school priorities, and
- evidence-based programs to assist students with additional learning and support needs.

Learning and support teachers use a collaborative and consultative approach so that students themselves and their parents and carers are actively involved in decision-making.

Student Support Officer

Student Support Officer support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. SSOs work closely with the school counselling service and the school's wellbeing team.

Wellbeing and Health In-reach Nurse

The Wellbeing Nurse works closely with the school's wellbeing and learning and support teams. They also work closely with local health and social services to support students and their families on a wide range of health and wellbeing issues. Issues may include mental health, social and behavioural support, physical health, and peer or family relationships.

School learning support officer

School learning support officers works under the direction and supervision of the classroom teacher. They provide assistance to students with disability and additional learning and support needs enrolled in Schools for Specific Purposes (SSP), support classes in mainstream schools and mainstream classes. They can provide assistance with:

- school routines.
- classroom activities, and

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- the care and management of students with disability and additional learning and support needs.

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