

School Behaviour Support and Management Plan

Bourke High School

Overview

At Bourke High School, we actively celebrate and integrate Aboriginal history and culture in our work with students, parents, caregivers, and the local community. Through a variety of tailored initiatives, we are committed to improving life outcomes, fostering safety, health, wellbeing, and future success in education, training, and employment for all, and supporting the continuation of the oldest living culture on earth

Partnership with parents and carers

Bourke High School partners with parents through collaborative groups like the School Reference Group (SRG), Aboriginal Education Consultative Group (AECG), and Parents & Citizens (P&C) association. These partnerships foster communication, cultural inclusion, and shared decision-making. Bourke High School engages families through community events, transition programs, and parent-teacher nights, which strengthen relationships, support student learning, and ease transitions between school stages. Such initiatives ensure parents play an active role in their child's education while building a connected and inclusive school community.

School-wide expectations and rules

The school follows a proactive and consistent approach to managing student behaviour, ensuring clear, concise, and concrete expectations across all settings. These expectations are framed around **Respect**, **Safety**, and **Learning**, and are tailored to specific environments such as classrooms, buses, toilets, canteens, playgrounds, and learning areas. These behavioural expectations are regularly communicated and reinforced to ensure consistency.

Location	Respect	Safety	Learning
All Settings	Respect property	Follow teacher instructions	Attend classes
Buses, school cars and excursions	Keep vehicles clean	Wait for vehicles off the road	Follow teacher instructions
Toilets	Respect privacy of others	Wash your hands	Use and leave promptly
Canteen	Use please and thankyou	Wait in line	Buy food during break – seek adult support if needing to buy food during class time
Playground	Stay in bounds	Play non-contact sports	Move on the bell
Learning Areas	Respect equipment	Follow specific class expectations	Attend classes and wait patiently for the teacher

Addressing Minor Behaviours:

Minor behaviours are addressed immediately using strategies such as prompting, redirecting, reteaching, and offering students choices to correct their actions. Staff consistently model and reinforce appropriate behaviours aligned with the school’s framework, ensuring that all students understand and adhere to expectations.

Behavioural Support and Consequences:

For repeated misbehaviour, a structured system of interventions is in place. This may include meetings with the student, use of monitoring cards to track behaviour and accountability, and the introduction of consequences. Behavioural incidents are documented in the school's system, allowing staff to monitor patterns and take appropriate actions to support student improvement.

If behaviours persist, additional support may be sought, with the aim of understanding and addressing underlying causes. This can include collaborating with different staff members or involving external support where necessary.

Monitoring and Adjustments:

Ongoing support is provided through regular follow-ups and adjustments, ensuring that students are given the opportunity to improve their behaviour. Behavioural progress is closely monitored, and any changes in behaviour or patterns are recorded to guide further interventions. Consequences are carefully managed, and rewards may be withheld until there is demonstrable improvement in behaviour.

This system ensures a consistent, supportive approach to behaviour management, with a focus on helping students learn and grow while maintaining a respectful, safe, and productive school environment.

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

Care Continuum	Strategy or Program	Details	Audience
Prevention	Year 7 Classroom Routine	A structured classroom routine designed to create consistency and predictability in the learning environment. Establishes a sense of stability and security for students, reducing anxiety and opportunities for	Year 7 students and staff

		disruptive or behaviours during unstructured times.	
Prevention	PBL Behaviour expectations	A framework that teaches and reinforces positive behaviours aligned with school-wide expectations.	Whole school community.
Prevention	Attendance Rewards	Attendance awards are given out fortnightly on assembly with a school canteen voucher to promote and encourage 100% attendance	All Students
Prevention	Check In	A dedicated period at the start of the school day where students connect with their peers and a designated Check In teachers.	All students
Prevention	Open Parachute	An evidence-based program that uses videos, discussions, and activities to teach empathy, resilience, and anti-bullying strategies. Provides students with tools to identify bullying, resolve conflicts, and build peer relationships, fostering a supportive school culture and empowers staff to proactively support their own wellbeing	All students, with modules tailored to age groups Staff also have a targeted wellbeing module
Prevention	Yellowies	Recognition programs that reward positive behaviour, attitude and learning. Encourages positive behaviours and builds a culture of recognition. These are quick and frequent rewards that are drawn for a weekly canteen voucher and a week 8 Deal or no Deal game on assembly	Whole school community.
Prevention	Merit System	Recognition program that reward student contributions and achievement over a number of programs. This program encourages students to work toward longer term rewards across the four levels.	Whole school community.

Prevention	Clontarf	A program that provides mentoring, cultural activities, and leadership opportunities to support young Indigenous males in achieving personal and academic success. This program builds self-esteem, cultural pride, and resilience, reducing disengagement and promoting positive attitudes toward school	Aboriginal and Torres Strait Islander boys.
Prevention	Girls Program Our Tiddas Our Sisters	A tailored program that focuses on leadership, self-esteem, body image, school engagement, health needs, physical movement and social skills	All female students
Prevention	Interagency Support and Relationship	Collaboration with external agencies (e.g., mental health services, youth workers, child protection) to provide holistic support for students and families including but not limited to delivering preventative education. This aims to address root causes of behavioural issues and provides wraparound support, preventing negative behaviours.	All students
Prevention	PLPs	Customised plans developed in collaboration with students, parents, and staff to address specific needs and goals. Promotes inclusion and supports engagement.	All students
Prevention	YAM	Delivered every two years YAM is a mental health promotion program focusing on emotional awareness, stress management, and peer support strategies. Delivered through interactive sessions facilitated by trained instructors. The program improves emotional wellbeing and peer understanding, reducing conflict and bullying	Stage 5 students

		by fostering empathy and self-regulation.	
Prevention	Morning Stars	<p>A structured exercise program run in collaboration with the Police Citizens Youth Club (PCYC). The program includes morning pick-ups from home, a nutritious breakfast, and structured activities such as games, mindfulness, team-building exercises, and physical fitness sessions. Participants are then dropped off at school, ready to engage in their learning.</p> <p>This program not only promotes physical and emotional wellbeing but also improves attendance, strengthens peer relationships, builds self-esteem, and fosters a positive start to the school day.</p> <p>Morning Stars fosters and strengthens the relationship between Bourke High School, Bourke Public School and St Ignatius Parish School.</p>	Open to all female students
Early Intervention	Hearing Tests (Sound Scouts)	<p>Hearing tests assess a student's auditory abilities to identify any hearing impairments or issues that may affect their learning or social interactions.</p> <p>Early detection of hearing problems allows for timely support, such as hearing aids, classroom adjustments, or specialist interventions. This reduces frustration or miscommunication that could lead to behavioural issues or disengagement.</p>	All Students
Early Intervention	Optometrist	Vision assessments provided by optometrists onsite. Identifies issues such as	All Students

		short-sightedness, long-sightedness, or other vision impairments. Student's glasses are ordered and provided through the program. Addressing vision issues early improves academic performance and reduces classroom frustration, which can help prevent behavioural challenges or disengagement.	
Early Intervention	Dentist	Access to dental check-ups and treatments through school or community-based services. Identifies and resolves dental problems, such as cavities or gum disease. Promotes physical health and self-confidence by ensuring students are pain-free and comfortable, helping them focus on their learning and peer interactions.	All Students
Early Intervention	Health Checks	Comprehensive health assessments covering physical, emotional, and developmental health. Facilitated by Clontarf and Girls Advisor in collaboration with local health services. These identify health issues early, providing referrals and support to address conditions that could impact attendance, concentration, or behaviour.	All students (targeted follow up or additional appts are facilitated for those exhibiting signs of physical or emotional health concerns)
Early Intervention	Community Liaising – Programs PCYC/DCJ/YJ/Police/ catholic Care/Marangnuka	Collaboration with external agencies to provide wraparound support. This provides holistic early intervention for students at risk, addressing underlying causes of disengagement or behavioural issues while fostering positive community relationships.	Targeted students needing additional support or identified as working with external agencies

Early Intervention	Level System	A tiered behaviour management and support system that tracks student progress and identifies triggers or patterns in behaviour. Students are supported with clear goals, regular monitoring, and tailored interventions. The system encourages positive behaviour through structured feedback and support. Early identification of behavioural patterns allows for targeted intervention, reducing escalation and improving student outcomes	Students identified through sentral as demonstrating a change in behaviour patterns
Targeted intervention	Hairdresser	Provides haircuts or grooming services onsite to help students feel confident and comfortable. Improves self-esteem, reduces social stigma or bullying related to appearance, and fosters a sense of inclusion, enabling students to focus on learning.	Targeted girls (note: Clontarf offers haircuts to the boys through their program)
Targeted intervention	MacqLit	An intensive, research-based reading intervention program focused on phonics, fluency, comprehension, and vocabulary. Delivered in small groups by trained staff. The program improves literacy levels, enabling students to better access the curriculum and participate in class activities. Increased confidence in reading often results in higher engagement across all subjects.	Students experiencing difficulties with literacy skills and requiring additional support to build foundational skills
Targeted intervention	Numeracy Support Program	Provides targeted numeracy interventions in small groups or one-on-one settings, focusing on key areas such as number sense, operations, and problem-solving. Delivered by specialized staff using evidence-based strategies and tools. The	Students experiencing difficulties in numeracy and requiring additional support to build foundational math skills

		program improves numeracy skills, boosts confidence in mathematics, and enhances overall academic performance by addressing gaps in understanding and fostering a positive attitude toward math learning.	
Targeted intervention	SLSO Supports	SLSOs work alongside teachers to provide one-on-one or small group support for targeted students, ensuring they can engage in the classroom environment. SLSO support increases student participation and achievement by providing individualised support tailored to their learning needs.	Students with disabilities or additional learning needs
Targeted intervention	Classroom Adjustments Lists	A detailed record of adjustments, such as modified tasks, additional time, or sensory tools, to support individual student needs. The lists ensure equitable access to education, improves engagement, and helps students succeed academically.	Students requiring specific accommodations to access the curriculum effectively
Targeted intervention	Transition plans	A structured plan developed by the support teacher to assist mainstream classroom teachers by outlining consistent strategies for managing and supporting the student's needs. This includes clear communication of goals, classroom adjustments, and behaviour management techniques tailored to the individual student. This ensures consistency in teaching approaches across multiple classrooms, fostering a supportive environment that promotes	Support students integrating in mainstream

		successful outcomes. It also reduces anxiety for students, builds confidence, and encourages meaningful participation in the mainstream setting.	
Targeted intervention	BSPs	Individualised plans created in collaboration with students to reflect on behaviour, recognises warning signs and outline strategies for managing and improving behaviour. This provides clear expectations and supports to help students regulate their behaviour and participate positively in school life.	Targeted students needing assistance with behaviour regulation
Targeted intervention	GP/Paed appts	Facilitate access to general practitioners or paediatricians for diagnosis, treatment, and ongoing care of health conditions. This addresses health issues that may hinder attendance, engagement, or academic performance, ensuring students are healthy and ready to learn.	Students requiring medical intervention for health, emotional, or developmental concerns.
Targeted intervention	WHIN nurse	A dedicated nurse who provides health education, early intervention, and referrals to specialised services. The WHIN promotes overall wellbeing, addressing health concerns early to prevent escalation and ensuring students can engage fully in school life.	Students needing support for physical, emotional, or mental health issue
Individual intervention	Individual Plans	Individual Education Plans are tailored to the student's specific goals. These plans are created collaboratively by teachers, support staff, parents/carers, and sometimes external professionals. They include measurable goals, classroom strategies, and regular review timelines.	Students with additional needs

		<p>These plans provide a clear roadmap for student success, ensuring all stakeholders are aligned in their approach. They support the student in overcoming challenges and achieving their full potential by addressing their specific needs.</p>	
Individual intervention	1 to 1 SSO mentoring	<p>One-on-one mentoring sessions with an SSO that focus on skill-building, goal-setting, and providing a trusted adult connection. This includes, emotional support, or assistance reflecting on and managing behaviour.</p> <p>SSO mentoring builds a strong rapport between the student and mentor, enhancing the student's sense of belonging and confidence. Helps the student stay on track academically and emotionally, fostering resilience and improved engagement.</p>	
Individual intervention	Pick Ups/Drop Offs	<p>A targeted support strategy where school staff or community partners provide transportation for students to and from school. This may involve regular pickups and drop-offs to ensure attendance.</p> <p>This improves attendance rates by removing logistical barriers and demonstrating the school's commitment to the student's education. It also establishes routine and accountability while fostering a sense of support and belonging, which often leads to better engagement and outcomes.</p>	Targeted students

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
Clear communication of expectations for behaviour.	Prompting and redirecting the student to the expected behaviour. Reteaching expectations and offering the student a choice to correct their actions.	Behavioural plans, Behaviour Response plans or monitoring agreements tailored to the student's needs, which may involve specific strategies for improving behaviour.
Reinforcement of positive, inclusive, and safe behaviour in daily activities including but not limited to praise, positive incidents on sentral, yellowies and merits	Utilising a monitoring card to track behaviour and provide a structured opportunity for reflection and accountability.	Targeted conferences between staff and students to discuss behaviour, challenges, and adjustments needed.
Creation of a supportive and respectful learning environment.	Staff ensure that minor behaviours are quickly addressed within the classroom setting to prevent disruption to learning or escalation.	Collaborating with support staff, including wellbeing officers or learning support teams, to provide additional resources or accommodations where necessary

For students who continue to demonstrate challenging behaviours, the school considers further support such as referrals to external agencies and liaises with the team around the school. Consequences are clear and appropriately scaled, ensuring that students understand the importance of behavioural expectations and the steps they must take to improve.

Bullying and Cyber bullying

Bourke High School's Anti-Bullying Policy addresses bullying through a clear reporting process (R.I.T.E: Recognise, Inform, Tell, Evaluate), defining bullying as repeated harmful behaviour (verbal, physical, social, or cyber). Bystanders are encouraged to safely intervene and report incidents. The school promotes prevention through the Open Parachute Program, teaching students about bullying, conflict resolution, and mental health. Support for targets includes emotional assistance and action plans, while bullies are offered restorative practices and consequences. Parental involvement is encouraged, and follow-up ensures ongoing support for all involved.

Responses to serious behaviours of concern

- 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

Detention, reflection, and restorative practices are essential components of the Bourke High School Behaviour Management System that prioritizes accountability, reflection, and relationship repair.

Detention serves as a logical consequence for students who fail to meet expectations despite multiple interventions. It is not a punitive measure but an opportunity for reflection and accountability. During detention, teachers follow up on the behavior calmly and respectfully while ensuring consequences are consistent and documented through Sentral. Students are provided a space to process their actions, understand the impact of their choices, and strategize ways to avoid similar behavior in the future. If behaviors persist, they are escalated through the level system, starting from the initial Classroom Teacher Conference (CTC) at Level 1, moving to Stage Head Teacher (SHT) involvement at Level 2, and progressing to Deputy Principal (DP) or Executive intervention at Levels 3 and 4.

Review dates

Last review date: [INSERT DATE: Day 1, Term 1, 202X]

Next review date: [INSERT DATE: Day 1, Term 1, 202X]