



# Hawkesbury High School

Caring, learning, connecting

## SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN

2025



## Statement of Purpose

Hawkesbury High School is committed to explicitly teaching and modelling positive and responsible student behaviours and supporting all students to engage with their learning. A positive and supportive learning environment is essential to the smooth running of the school, enhancing learning opportunities for all students, and the development of successful learners, confident and creative individuals, and active and informed citizens.

The principles of inclusive practice, Positive Behaviour for Learning (PBL), and Restorative Practice underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching and planned responses.

To assist students, staff and parents to create and maintain a positive and supportive learning environment at Hawkesbury High School, we are all responsible for following and upholding the school's STAR values and expectations, the Department of Education's Behaviour Code for Students and the School Community Charter.

## A Layered Support Framework

<b>PREVENTATIVE INTERVENTIONS AND UNIVERSALS</b>	<b>All Students</b>
Preventative approaches that aim to establish and maintain safe, respectful learning environments for all students.	
<b>EARLY OR TARGETED INTERVENTIONS</b>	<b>Some Students</b>
Early and targeted interventions provide support for students or groups of students who are identified as being at risk of developing behaviours of concern.	
<b>INDIVIDUAL INTERVENTIONS</b>	<b>Few Students</b>
Students with highly complex and challenging behavioural, attendance or wellbeing concerns may need comprehensive systems of support that require regular reviews in consultation with parent/caregivers, other relevant specialist staff, service providers, inter-agency partners, and/or the Delivery Support team.	

# School Behaviour Support and Management Plan Implementation

Hawkesbury High School is committed to a positive approach to student behaviour. Student support and behaviour management practices foster student engagement in learning, set clear boundaries, manage inappropriate behaviours fairly, and recognise and reward positive behaviours. The school's Behaviour Support and Management Plan is consistent with the following legislation and **Department of Education policies and procedures**:

- [The Disability Discrimination Act 1992](#)
- [The Disability Standards for Education](#) (2005)
- [DoE Care Continuum](#)
- [Values in NSW Public Schools](#)
- [DoE Student Behaviour Policy](#)
- [DoE School Attendance Policy](#)
- [DoE Student use of Mobile Phones in Schools](#)
- [School Uniform Policy](#)
- [DoE Anti-Racism Policy](#)
- [Behaviour Code for Students](#)
- DoE [Inclusive Education Policy for Students with Disability](#)
- [Restrictive Practices Framework Policy](#)
- [DoE Work Health and Safety Policy](#)

Hawkesbury High School – Resources and Procedures

- Anti-Bullying Plan 2025
- Parent- Portal
- [School Website](#)

## Core Values and Expectations

The school's STAR values were developed in consultation with the school community, including parents, students and staff. Hawkesbury High School's STAR values promote pro-social skills, readiness to learn, individual responsibility, collaboration and teamwork. At Hawkesbury High School, all students, staff, parents and community members are expected to follow the school's STAR values: SAFE, a TEAM PLAYER, an ACHIEVER, and to be RESPECTFUL. The STAR values are explicitly taught, and all students are expected to observe these values and the associated behaviour expectations.



# CORE VALUES AND EXPECTATIONS



I am <b>SAFE</b> when I:	I am a <b>TEAM PLAYER</b> when I:	I am an <b>ACHIEVER</b> when I:	I am <b>RESPECTFUL</b> when I:
Wear full school uniform and appropriate shoes	Work with and support others	Bring all required equipment to school	Communicate politely with everyone
Attend class on time and remain in class	Respond to teacher feedback or instructions	Actively participate in learning	Allow one person to speak at a time
Protect my privacy and act responsibly online	Communicate my concerns, questions or problems	Attempt all tasks regardless of difficulty	Use appropriate language that does not include swearing or offensive words
Follow teacher instructions	Listen to others' concerns, questions or problems	Stay on task	Allow others to express their views or opinions without putting them down
Avoid behaviour that may endanger myself or others	Accept that others may have different points of view	Ask for help when I need it	Look after my learning environment

## The School Community and Parents/Carers

Parents and caregivers are valued partners who work with the school to support their children to meet the school's core values and expectations. Parents and caregivers are expected to actively participate in the school and to help their children develop positive connections, support learning and the school's behaviour expectations.

Hawkesbury High School invites community feedback through informal and formal means. These include Tell Them From Me surveys; school surveys; parent and student forums, and attending local Aboriginal Education Consultative Group (AECG) meetings.

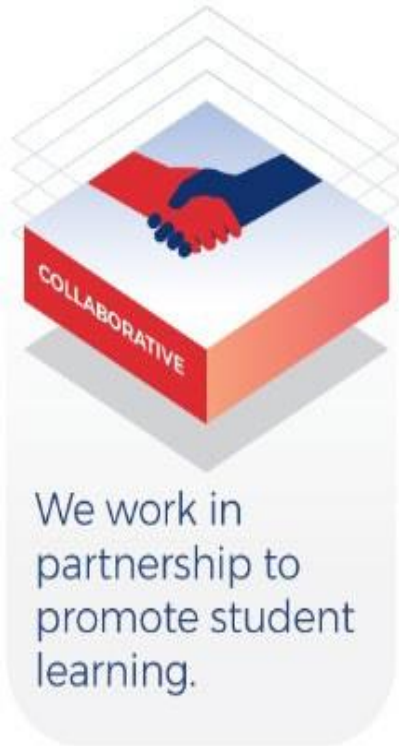
Hawkesbury High School regularly communicates its expectations to parents and carers via the school's newsletter "Bayala", posts on Schoolzine and Facebook and letters distributed via email.

Parents and caregivers play an important role in working with the school to develop their child's understandings, skills and character and to work with the school to ensure that teaching and learning is not disrupted by unacceptable behaviour in the classroom, in the playground and in activities for which the school is responsible. Parents have the rights and responsibilities to:

- Support their children in their learning
- Inform the school of circumstances that may impact on the student's progress or behaviour
- Communicate concerns to the school
- Be informed if the school has concerns relating to their children's behaviour
- Inform the school of any knowledge they may have of bullying incidents involving any students at the school
- Support the school to manage inappropriate behaviours of their children

The NSW Department of Education has introduced a School Community Charter for all members of NSW public school communities. It has been developed in consultation with a wide range of stakeholders.

The best education happens when students, parents and schools work together.



The School Community Charter informs parents and caregivers of how to engage with NSW public schools. Parents and carers can expect:

- To be welcomed into our school and to work in partnership to promote student learning
- Communication from teaching staff will be timely, polite, informative and solutions focused
- Professional relationships with school staff will be based on transparency, honesty and mutual respect
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

## Whole School Approach across the Care Continuum

Meeting the diverse wellbeing and behaviour needs of students can be a complex task. Hawkesbury High School implements a range of evidence based, whole-school practices and programs to support the long-term learning, wellbeing and safety of all students. Hawkesbury High School explicitly teaches behavioural expectations and uses the Care Continuum of strategies to respond to behaviours of concern, including bullying and cyber bullying. Behaviours that do not constitute bullying include mutual disagreements and isolated incidents.

These practices include:

- Explicitly teaching classroom expectations
- Establishing predictable routines and procedures that are communicated clearly to students
- Encouraging expected behaviours with positive feedback and reinforcement
- Discouraging inappropriate behaviour
- Actively supervising students
- Maximising opportunities for active engagement with learning
- Differentiating learning content and tasks to meet the needs of all learners.

### Identifying behaviours of concern

A behaviour of concern is challenging, complex or unsafe behaviour that requires more intensive interventions.

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

Hawkesbury High School will identify inappropriate behaviour and behaviours of concern, including bullying and cyberbullying, using a range of means. For example:

- Direct observation of behaviours or interactions
- Through verbal or written communication
- Concerns raised by parent or community member.

Students or parents can report bullying or cyberbullying to any staff member. Students who have been bullied will be offered appropriate wellbeing support.

Responses to all behaviours of concern apply to student behaviour that occurs:

- At school and 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
- If the student's conduct significantly affects, or is likely to significantly affect, the health, learning and safety of students or staff. Including the use of social networking sites, mobile devices and/or other technology involving another student or a departmental staff member for school related issues

Hawkesbury High School uses the following strategies to explicitly teach and reinforce positive student behaviour and to respond to behaviours of concern.

## **Prevention and Universal Supports**

These Prevention interventions apply to all students as they assist in creating a safe, positive and respectful learning environment. Student behaviours observed in the Prevention part of the Care Continuum include the following:

- Respond positively to explicit teaching of school expectations
- Accept correction and feedback
- Acquire new interpersonal and social skills that support their engagement with learning
- Any low level behaviours are easily managed by the classroom teacher
- Wear full school uniform and appropriate shoes
- Attend class and remain in class
- Follow teacher instruction
- Work with others to solve problems and resolve conflict
- Accept that others have a different point of view
- Bring all required equipment to school
- Attempt all tasks and stay on task
- Ask for help when needed
- Use appropriate and respectful language
- Value the interest, ability and culture of others



Intervention	Details
Universal language and expectations	<ul style="list-style-type: none"> <li>• STAR values of consistent expectations and language are embedded throughout the school and in all settings.</li> <li>• STAR expectations are based around the DoE student behaviour code.</li> <li>• Staff participate in relevant professional learning</li> </ul>
Explicit teaching of expected behaviours	<ul style="list-style-type: none"> <li>• Staff model the school's STAR values and reinforce student behaviour expectations each lesson and in mentor sessions through consistent routines and language.</li> <li>• Staff reinforce the Anti Bullying Policy to promote anti bullying education and monitor incidents of bullying.</li> <li>• Staff reinforce the Anti racism Policy in collaboration with the Anti-Racism Contact Officer (ARCO) to promote anti racism education and monitor incidents of racism.</li> </ul>
Reward and Recognition	<ul style="list-style-type: none"> <li>• Reward and Recognition is designed to acknowledge student excellence and commitment to the STAR values.</li> <li>• Staff issue Merit, Bronze, Silver and Gold certificates as part of the school's Reward and Recognition procedures.</li> <li>• Parents/carers receive positive communication from staff via letter, email, phone call or in a meeting.</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>• Wellbeing Team and Student Leadership Team organise a variety of events throughout the year to strengthen positive relationships between students and staff, eg- RUOK, Wear it Purple, National Week of Action against Bullying, NAIDOC Week.</li> <li>• Wellbeing Team collaborate with staff to implement a range of programs to build resilience and the capacity of students to manage and regulate their emotions and behaviour.</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Transition programs are designed to support all students as they move from primary school to high school. This includes:               <ul style="list-style-type: none"> <li>- Yr 7 and 8 Integrated Curriculum</li> <li>- Peer Support Program</li> <li>- HT Wellbeing and Learning Support visits to the primary schools</li> <li>- Cultural programs with students from HHS and primary schools</li> </ul> </li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• Student attendance is mandatory for all children under the age of 17 years. The school utilises a variety of strategies, programs and procedures to encourage and support strong student attendance. These include:               <ul style="list-style-type: none"> <li>- Daily attendance SMS and absence letters</li> <li>- Office staff will contact parents if a student is absent for 3 days</li> <li>- Student tracking their own attendance in mentor sessions</li> </ul> </li> </ul>

## Early Intervention

These strategies apply to some students as they provide early intervention for students showing behaviours that are affecting their own learning and could be affecting the learning and wellbeing of others. Student behaviour and responses are recorded on Sentral.

Student behaviours observed in the Early Intervention part of the Care Continuum include the following:

- Students have difficulties with concentration
- Students engage in continuous, low level and disruptive behaviour (classified as Minor or “pushing boundaries”) For example:
  - Calling out
  - Out of their seat
  - Low level teasing
  - Out of bounds
  - Not following instructions
  - Off task behaviour
  - Lateness
  - Not prepared for learning
  - Out of uniform
  - Using inappropriate language
  - Talking over others
  - Being argumentative
  - “Hands on” physical contact
  - Didn’t attend a detention
  - Leaving class without permission

## Care Continuum: Early Intervention

Intervention	Details
Classroom management strategies and routines	<ul style="list-style-type: none"> <li>• Classroom teachers work in partnership with their Head Teacher to create and maintain positive and safe learning environments.</li> <li>• Classroom teachers utilise a wide range of strategies to support students and communicate with parents. Some of these strategies are:               <ul style="list-style-type: none"> <li>- Explicit teaching of STAR values (reminder, prompt, re teach)</li> <li>- Seating change</li> <li>- Differentiation of class work and learning adjustments.</li> <li>- Teacher or Head Teacher monitoring card</li> <li>- Detention and opportunity to reflect on behaviour</li> </ul> </li> <li>- Restorative conversation (interview/ meeting)</li> </ul>
Learning Support	<ul style="list-style-type: none"> <li>• The Learning and Support Team is composed of Deputy Principal, HT Wellbeing, Learning Support teacher and the school counsellor.</li> <li>• Some students require early interventions to support their behaviour and educational progress. Following a referral to the Learning Support Team and communication with parents, strategies may include:               <ul style="list-style-type: none"> <li>- Behaviour intervention and support</li> <li>- Testing to identify any learning issues</li> <li>- Disability provisions</li> <li>- SLSO support</li> <li>- Development of an individual learning plan or PlaSP</li> <li>- Small group tutoring</li> </ul> </li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>• The Wellbeing Team is composed of Deputy Principal, HT Wellbeing, Stage Advisors, Student Support Officer, School Counsellor, Aboriginal Education Officer, Girls and Boys Advisor.</li> <li>• Some students require early interventions to support their wellbeing and educational progress. Following a referral to the Wellbeing Team and communication with parents, strategies may include:               <ul style="list-style-type: none"> <li>- Regular check-in with a member of the Wellbeing Team or other trusted staff member.</li> <li>- Student Support Officer referral</li> <li>- Presentations from external agencies eg NSW Police.</li> <li>- Presentations run internally- eg Love Bites</li> <li>- Small group Wellbeing programs run internally eg Big Sister Program, Transition from Primary School</li> <li>- Cultural activities organised by the Aboriginal Education Officer.</li> </ul> </li> </ul>

## Targeted Intervention

These strategies apply to some students as they provide targeted support for students showing behaviours that are affecting their own wellbeing and learning and could be affecting the learning and wellbeing of others. Student behaviour and responses by the school are recorded on Sentral.

Student behaviours observed in the Targeted Intervention part of the Care Continuum include the following:

- Underdeveloped social skills
- Language and communication difficulties
- Issues with self-regulation
- Poor conflict resolution skills
- Poor attendance

## Care Continuum: Targeted

Intervention	Details
Learning Support	<ul style="list-style-type: none"> <li>• The Learning and Support Team is composed of Deputy Principal, HT Wellbeing, Learning Support teacher, Careers Advisor and the School Counsellor.</li> <li>• Some students require targeted interventions to support their behaviour and educational progress. Following a referral to the Learning Support Team and communication with parents/carers, strategies may include:               <ul style="list-style-type: none"> <li>- Testing to identify any learning concerns (this may involve specialists external to the school)</li> <li>- Disability provisions</li> <li>- SLSO support</li> <li>- Development of an individual learning plan or PlaSP</li> <li>- Referral to external agencies for specialised support</li> <li>- Working with the Careers Advisor to develop a school to work transition plan.</li> </ul> </li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>• The Wellbeing Team includes the Deputy Principal, HT Wellbeing, Stage Advisors, Student Support Officer, School Counsellor, Aboriginal Education Officer, Girls and Boys Advisor and Careers Advisor.</li> <li>• Some students require targeted interventions to support their wellbeing and educational progress. Following a referral to the Wellbeing Team and communication with parents/carers, strategies may include:               <ul style="list-style-type: none"> <li>- Regular check in with a member of the Wellbeing Team – HT Wellbeing, Stage Advisor, Aboriginal Education Officer, Girls or Boys Advisor</li> <li>- Student Support Officer referral</li> <li>- School Counsellor referral</li> <li>- Referral to programs run by external providers in the school eg- HCOS, Art Therapy, PCYC.</li> <li>- Referral to program run internally by members of Wellbeing Team eg Art of Wellbeing, Rock and Water</li> <li>- Referral to external agencies for specialised support</li> <li>- Working with the Careers Advisor to develop a school to work transition plan.</li> </ul> </li> </ul>
Head Teacher or Deputy Principal Intervention	<ul style="list-style-type: none"> <li>• Referral to Learning Support Team or Wellbeing Team</li> <li>• Communication with parent/carers</li> <li>• Provision of Time Out card (DP directed)</li> <li>• Head Teacher or Deputy Principal monitoring.</li> <li>• Classroom support (seating change, senior class placement, mediation)</li> <li>• Head Teacher or Deputy Principal detention</li> </ul>

## Individual Intervention

These strategies apply to a few students as they support students with complex and challenging behaviour through intense, individual intervention.

Student behaviours observed in the Individual Intervention part of the Care Continuum include the following:

Students exhibit challenging, complex and/or unsafe behaviour (classified as Major or “crossing the line”) For example:

- Continued or persistent disobedience
- Verbal abuse
- Physical Aggression
- Physical violence
- Severe self-injurious behaviour
- Malicious damage to or theft of property
- Severe risk-taking behaviour
- Bullying, cyber bullying
- Dangerous online behaviour
- Misuse of technology
- Off school grounds in school hours
- Possession of a prohibited item or weapon
- Possession of an illegal substance
- Discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.
- Refusal to attend school

Responding to these behaviours of concern involves several steps. For example, the immediate response is to restore safety and calm, which can include moving students to another area or redirecting to another activity and providing reassurance. Then the Head Teacher, Deputy Principal or Principal will collect information about the incident from multiple different perspectives. Further action is determined by Deputy Principal or Principal. Notes on the incident and communication to parents is recorded on Sentral.

## Care Continuum: Individual Intervention

Intervention	Details
Attendance	<ul style="list-style-type: none"> <li>• A few students require individual interventions to support their attendance. These include:               <ul style="list-style-type: none"> <li>- Regular communication and check-ins from the Stage Advisor, HT Wellbeing or Deputy Principal.</li> <li>- Referral to Home School Liaison Officer (HSLO) caseload.</li> <li>- Referral to Learning Support or Wellbeing Team.</li> <li>- Partial attendance (for up to 5 weeks in approved circumstances based on medical, mental health or cultural reasons).</li> </ul> </li> <li>• Students who truant will be supported by staff to address their behaviour. These interventions include:               <ul style="list-style-type: none"> <li>- Communication with parent/carer</li> <li>- Attendance monitoring</li> <li>- Detention and /or formal consequences as determined by the Principal</li> </ul> </li> </ul>
Deputy Principal and Principal	<ul style="list-style-type: none"> <li>• Deputy Principals (DP) and the Principal utilise a wide range of strategies to support students. These include:               <ul style="list-style-type: none"> <li>- Communication with parents/carer</li> <li>- DP behaviour monitoring</li> <li>- Classroom support (seating change, senior class placement, mediation)</li> <li>- DP detention</li> <li>- Restorative conversation and an opportunity to reflect on choices (Reflection Room, Reflection booklets eg “Respect booklet, Anti Racism booklet)</li> <li>- Formal consequences as determined by the Principal</li> <li>- Liaise with Learning Support to develop a Behaviour Support Plan, Risk Management Plan, and/or Safety Plan.</li> <li>- Facilitate external support, including paediatric and behaviour assessments.</li> <li>- Liaise with Wellbeing Team, Learning Support Team and external providers under Complex Case Management.</li> </ul> </li> </ul>
Learning Support	<ul style="list-style-type: none"> <li>• Learning Support will liaise with parents/carers and external agencies on the following:               <ul style="list-style-type: none"> <li>- Access Requests for Integration Funding Support, Distance Education or placement at a specialist setting.</li> <li>- Functional Behaviour Assessment</li> <li>- Development, review and modification of plans such as Behaviour Support Plan, Risk Management Plan, PlaSP. Strategies match the function of the student’s behaviour.</li> </ul> </li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>• A few students require individual interventions to support their wellbeing and educational progress. Actions include:               <ul style="list-style-type: none"> <li>- Communication with parents/carers.</li> <li>- Referral to the School Counsellor and contact with external wellbeing agencies.</li> <li>- Provision of Time Out Pass (DP approved)</li> </ul> </li> </ul>

## Addressing Bullying and Cyberbullying

The NSW Department of Education and Communities reject all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning and working environments of the Department.

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

Hawkesbury High School has developed a [bullying response flowchart](#) to ensure all members of our school community experience learning in a positive environment.

For further information, visit the Department's [Anti-Bullying website](#)

## Detention, Reflection and Restorative Practices

To enable staff to create inclusive, engaging and respectful schools, some circumstances exist where behavioural interventions are necessary. Principals, teachers, and school staff seek to understand and support each student's individual needs. This involves responding accordingly to individual circumstances and the reasons for student behaviour. Hawkesbury High School has clearly defined procedures for managing inappropriate student behaviours.

### Detention

The school utilises detentions as a time to discuss or reflect on student's behaviours and/or complete unfinished learning tasks. The purpose is to assist students to reflect on their behaviour and make positive choices.

Detentions involve withdrawal from the playground during breaks and Sport detention involves withdrawal from a Sport period (Wednesday). A detention is up to 15 minutes of a recess or 10 minutes of lunch break or the duration of the sport lesson in a Sport detention. Detentions are recorded on Sentral.

Students will be able to access consume food and drink and access the toilet in the remaining break time after a detention. However, students may have access to the toilets if needed during a detention and may have permission to consume food and drink by negotiation with the staff member.

### Reflection

Students who may require more individualised or targeted supports may spend time in the Reflection Room or the Hub. This time may be spent as follows:

- In restorative conversations with staff
- Participating in learning, behaviour or wellbeing programs
- De-escalating by using Time Out pass. This strategy may be part of a student's Behaviour Support Plan.
- Completing booklets designed to assist students in reflecting on their behaviour and becoming aware of more positive behaviour choices.



## **Restorative Practice**

Restorative practices focus on building and maintaining positive relationships and promoting self-regulation. The onus is on the individual to be accountable for their actions and to repair any harm done to others.

Restorative conversations occur when staff use restorative language and phrasing in a calm manner, when addressing a student exhibiting behaviours of concern.

Staff assisted mediation between students and peer mediation are also examples of restorative practices that are arranged as needed.

# Recognising and Rewarding student Achievement



**Gold Award**  
When you achieve 3 silver awards and provide evidence of community service



**Silver Award**  
When you achieve 3 bronze awards and provide evidence of a school service



**Bronze Award**  
When you achieve 25 merit certificates



**Merit Certificates**  
You are presented with merit certificates that you take to your mentor teacher to be recorded during mentoring sessions

The school recognises positive student behaviours and achievements through our Reward and Recognition procedures to:

Increase student connection with the school community  
Encourage staff to recognise student strengths and achievements  
Promote a positive school culture as there is an emphasis on positive behaviour.

**Merit Certificates** are issued to students by staff for following the school's STAR values either inside or outside the classroom.


**Bronze** certificates will be issued by Stage Advisors during Roll Call or Stage Meetings, **Silver** and **Gold** certificates will be awarded at school assemblies and STAR Medallions are awarded at our annual Presentation Day assembly.

The ultimate recognition is the achievement of a **STAR** Medallion. To achieve a STAR Medallion, a student must achieve 3 Gold Awards.

## Reviewing the School Behaviour Support and Management Plan

All school policies and procedures are regularly reviewed in collaboration with parents, students and staff.

**Implementation date:** Term 1, 2025 **Review date:** Term 4, 2025

<b>PLAN DEVELOPED BY:</b>	K.Shortland, B.McEvoy, B.Marlin, N.Martirena, J.O'Brien			
<b>PLAN ENDORSED :</b>	N.Martirena		<b>POSITION:</b>	Principal
<b>PLAN APPROVED:</b>	C.Mamo		<b>POSITION:</b>	Director Educational Leadership
<b>PLAN IMPLEMENTATION DATE:</b>	6/2/2025		<b>PLAN REVIEW DATE:</b>	10/12/2025
<b>PROGRAM</b>	<b>DETAILS</b>			
<b>Student Consultation</b>	<ul style="list-style-type: none"> <li>• <b>Students are consulted throughout the survey and student voice process</b> – Tell Them From Me (TTFM), Junior AECG, and Student Leaders programs.</li> <li>• The <b>Learning and Support Team</b> review data and evaluate the behaviour support and management plan as key stakeholders within the school.</li> </ul>			
<b>Teacher Consultation</b>	<ul style="list-style-type: none"> <li>• <b>Teachers are consulted throughout the survey and teacher voice process</b> – Tell Them From Me (TTFM), consultation and advocacy (faculty, staff and executive meetings, staff surveys).</li> <li>• The <b>Learning and Support Team</b> are best placed to review data and evaluate the behaviour support and management plan as key stakeholders within the school.</li> </ul>			
<b>Community Consultation</b>	<ul style="list-style-type: none"> <li>• The community is consulted throughout the survey and community voice process - Tell Them From Me (TTFM), the <b>Parent and Citizen consultative group and the Aboriginal Education Consultative Group.</b></li> <li>• The <b>Learning and Support and Wellbeing Team</b> review data and evaluate the behaviour support and management plan as key stakeholders within the school. They lead student, teacher and community consultation and actively seek ways to strengthen interventions and actions to support student needs.</li> </ul>			
<b>MID- YEAR REVIEW</b>	<ul style="list-style-type: none"> <li>• The <b>Learning and Support Team</b> undertake a mid-year review of the behaviour support and management plan interventions and strategies.</li> <li>• Data sources included in this review include but are not limited to: <ul style="list-style-type: none"> <li>- Academic, attendance and SENTRAL incident data.</li> <li>- Current school behaviour procedures, systems and practices.</li> <li>- Referrals to executive, the school learning and support team, and Wellbeing teams.</li> <li>- Current department policies and procedures.</li> </ul> </li> </ul>			
<b>YEARLY REVIEW</b>	<ul style="list-style-type: none"> <li>• The <b>Learning and Support and Wellbeing Team</b> undertake a yearly review of the behaviour support and management plan interventions and strategies.</li> <li>• Data sources included in this review include but are not limited to: <ul style="list-style-type: none"> <li>- Academic, attendance and SENTRAL incident data.</li> <li>- Current school behaviour procedures, systems and practices.</li> <li>- Referrals to executive, the school learning and support team, and Delivery Support teams.</li> <li>- Current department policies and procedures.</li> </ul> </li> <li>• The new plan will take effect in Term 1 of the new school year.</li> </ul>			