

Broken Hill Public School - School Behaviour Support and Management Plan

This plan is an operational document which outlines school processes and practices, is published on the school website and is available to all students, parents/carers and school staff.

Overview

Broken Hill Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are Positive Student Reward System (Mica), Class Dojo and our Bounce Back/ The Resilience Program.

At Broken Hill Public School, we embrace the whole child, their individuality, and cultural diversity by collaboratively building emotional and academic resilience and a love of learning. We foster emotional and academic endurance through differentiated and consistent teaching and learning experiences that include the whole community. Our desire is to nurture a culture of excellence for all.

Broken Hill Public School provides an inclusive and supportive environment for students, parents, staff, and community through the LEARN rules, focusing on the core values of:

Looking after ourselves, our school, and others.


Expecting and using good manners.

Always playing and working safely.

Respecting the rights and property of others.

Never giving up.

Behaviour is seen as a form of communication, and student voice is paramount. Representatives voted into the Student Representative Council attend meetings to facilitate collaboration, student voice, growth, and creativity.



The school uses the LEARN rules to reinforce positive expectations using a school-wide welfare system and Mica tracking, all-inclusive rewards days, assemblies of recognition, and management flowcharts for all staff. It is a multi-tiered approach where universal supports exist for students requiring additional support. The LEARN rules are evaluated annually by the Principal, Learning and Support team, and Assistant Principal/s and the self-assessment survey (SAS; completed by staff, students and community). This drives an annual update of the school's Wellbeing plan moving forward.

A number of initiatives are implemented each year through the Learning & Support team, including counselling, School Nurse, and external providers. These include (but are not limited to) DRUMBEAT (resilience through music), Language group (Paakantji language nest), Occupational Therapy, Speech Pathologist, and social skills programs (outsourced).

Promoting and reinforcing positive student behaviour and school-wide expectations

Broken Hill Public School has the following school-wide rules and expectations

Looking after ourselves, our school, and others.

Expecting and using good manners.

Always playing and working safely.

Respecting the rights and property of others.

Never giving up.

Merit Award – will be presented at weekly assemblies on Friday for general positive behaviour observed by Classroom Teachers.

POP Award - The Power of Positives certificate is awarded to students who show a positive mindset toward their learning and behaviour. They are handed out weekly at Friday assemblies.

Bronze Award – The Bronze award will be presented in Term 2 at a whole school assembly to students who have attained 50 Micas (40 for Kindergarten students). An invitation slip will be sent home to parents/caregivers by the class teacher inviting them to the assembly.

Silver Award – The Silver award will be presented in Term 3 at a whole school assembly to students who have attained 100 Micas. An invitation slip will be sent home to parents/ caregivers by the class teacher inviting them to the assembly.

Gold Award – The Gold Award will be presented in Term 4 at a whole school assembly to students who have attained 160 Micas. An invitation slip will be sent home to parents/ caregivers by the class teacher inviting them to the assembly. Students will be presented with their Gold Certificate and invited to a special Gold Reward.

Central Citizenship - The Central Citizen award will be directed at Stage Three students showcasing what they have achieved over their primary schooling. Willing students will fill out an application form stating why they deserve to be Central Citizen (their involvement in school activities, extra-curricular activities etc.). This will be presented to executive staff who will choose suitable applicants. Students will then be able to showcase their achievements through a portfolio (this can be displayed in multiple formats; hard copy, online PowerPoint etc.) Students will be invited to an interview to talk about their portfolio. The successful applicants will obtain their Central Citizen award at a and be invited to a special rewards day with the Principal.

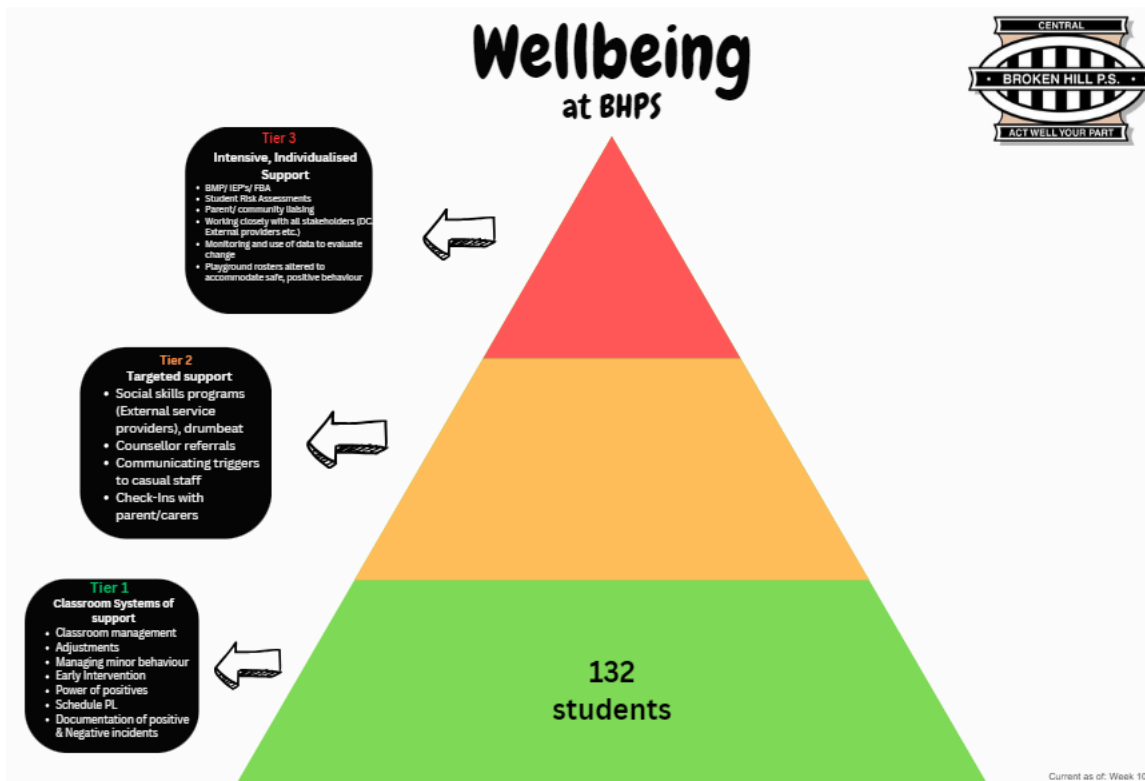
Broken Hill Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Positive Behaviour Award (Mica) System linked to our school Learn rules and values of Integrity, Inspiration and Inclusion. This further supported by our Rewards System (Gold, Silver, Bronze).

Behaviour Code for Students

The Behaviour Code for Students 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	School System	Whole school focus LEARN Rules and Values are explicitly taught and reinforced in class and at assemblies. Students are recognised for exhibiting the BHPS PS values and are presented with Micas in class and supported by classroom rewards.	Whole School
	PD/H/PE Curriculum	All students are explicitly taught according to the school's scope & sequence	Whole School
	Classroom Management	Strong classroom management is built through: <ul style="list-style-type: none"> - strong teacher/student relationships - consistent teacher expectations, routines, modelling and responses to behaviour - high quality, differentiated teaching and learning activities. 	Whole School
	Yearly handover and	Teachers engage in a thorough handover to ensure effective communication and transition.	Whole school

Care Continuum	Strategy or Program	Details	Audience
	transition	Transition sessions for students requiring additional support are organised based on individual needs. Transition also occurs between pre-schools, primary school and high school to assist students as they move from one service to the next.	
	Peer Support	Students in Years 5/6 support their peers in the early years to build and reinforce positive relationships/positive school culture and improve student's wellbeing.	Whole school Teachers Year 5/6 students
	Drumming Program	Students in Years 2-6 participate in targeted drumming lessons with a trained facilitator and their class teacher to help build a sense of belonging and connectedness to school.	Years 2-6 Teachers
	Student Representative Council (SRC)	Students select peers to represent their class as a voice in school decisions. They discuss issues impacting on all students and offer suggestions and ideas from their peers at meetings which occur regularly throughout the school year.	Whole school
Early Intervention	Kindergarten Transition	Preschool visits Parent surveys 1-1 parent meetings Transition sessions – additional sessions occur if needed for students requiring further transitions. Kindergarten Social Skills Program School Nurse screenings	Kindergarten students and families
Targeted Intervention	Learning & Support Team	Our Learning and Support Team (LST) supports teachers, students, and families to identify student needs and access school counsellor support or specialist allied health professionals. Teachers complete student referrals when requesting support. LST meetings are held weekly, and the team prioritises students according to their needs. LST meetings are focused on Stage groups with targeted support meetings for students.	Individual students, families & staff

Care Continuum	Strategy or Program	Details	Audience
	Whole School Attendance Initiative	<p>Students who attend school for the day receive their daily Mica.</p> <p>Students are celebrated in fortnightly Merit Awards and Power of Positives/TRP Awards.</p> <p>An attendance team meets throughout the term to work with students, staff and community voice to promote attendance.</p>	
Individual Intervention	Learning Support Team	<p>Our Learning and Support Team (LST) supports teachers, students and families to identify student needs and access school counsellor support or specialist allied health professionals. Assessments are completed as needed. They also complete applications for integration funding support through Access Request</p>	Whole School
	Attendance programs	<p>Attendance is monitored regularly, with contact being made with parents should there be attendance concerns. Letters are sent home fortnightly and phone calls are made as needed.</p> <p>Attendance reports are discussed at Executive meetings/ LST Meetings and Supervisors discuss and follow through at stage meetings. Assistance from our Home School Liaison Officer (HSLO) is requested when necessary.</p>	Whole School
	In class SLSO support	<p>Work with identified students on individual goals from IEP</p>	Individual students
	LaST teacher	<p>Work across the school in collaboration with teaching staff to support students needing additional support. They coordinate individual support, complete assessments, liaise with families and external agencies, attend LST meetings, assist in the development of risk assessments, IEPs and resource development as well as providing small group and individual lessons to targeted students.</p>	Staff, targeted students and families
	SLSO Playground	<p>Provides support on the playground for identified students to play positively</p>	Individual students

Care Continuum	Strategy or Program	Details	Audience
	Support	with peers	
	IEP / PLP	Completed for students requiring support and for all Aboriginal and Torres Strait Islander students	Individual students
	Behaviour management plans	Completed for students requiring support	Individual students
	Targeted intervention programs for identified students	The school executive team and the LST review student data to allocate caseloads for targeted intervention programs.	

Detention, reflection and restorative practices

Action	When and how long?	Who coordinates?	How are these recorded?
<p>Teacher-directed time-out</p> <p>Student utilises</p> <p>-a designated space in the classroom</p>	<p>When a student demonstrates escalation of inappropriate behaviour & after de-escalation and teaching practices have been tried.</p> <p>Length of time-max 10-15 mins</p> <p>Dependent on the age of the child.</p>	Class Teacher	Sentral
<p>-a designated space in buddy classroom</p>	<p>After using a range of de-escalation strategies to help minimise minor</p>	Class Teacher Buddy Teacher	Sentral

Action	When and how long?	Who coordinates?	How are these recorded?
	inappropriate behaviour Length of time- as documented on behaviour plan.		
Student-directed time-out Student utilises -an agreed calm space in the classroom	When a student determines they need to remove themselves from a stressful situation or to prevent escalation in their behaviour	Class teacher / student	Sentral
Reflection Students are referred to the reflection time with CRT or Executive Restorative conversation occurs.	Time determine by restorative discussion	Executive member /Class teacher	Sentral

Partnership with parents/carers

Broken Hill Public School will partner with parents/carers in establishing expectations for parent engagement in developing and implementing student behaviour management strategies by discussion with P & C and parent information sessions.

Broken Hill Public School will communicate these expectations to parents/carers through parent information sessions, school newsletters, updates via the school app, SENTRAL and Facebook and through parent-teacher conferences and meetings.

School Anti-bullying Plan

Broken Hill PS anti-bullying plan can be found at [BHPS Behaviour Plan 2025](#)

Refer to the [Bullying of Students – Prevention and Response Policy](#) and [Anti-bullying Plan](#).



Reviewing dates

Last review date: 13/02/25

Next review date: Day 1 Term 1 2025