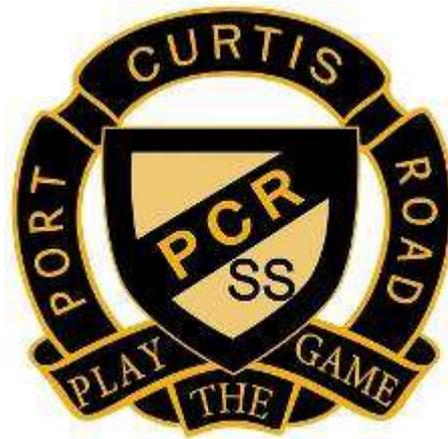




The Code of
**School
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Better Behaviour
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PORT CURTIS ROAD STATE SCHOOL



RESPONSIBLE BEHAVIOUR PLAN

FOR STUDENTS



**Queensland
Government**
Education Queensland

*Port Curtis Road State School Responsible Behaviour Plan for Students
Revised 2016*



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PORT CURTIS ROAD STATE SCHOOL

Responsible Behaviour Plan for Students **Based on *The Code of School Behaviour***

Purpose

Working in partnership the Port Curtis Road State School community is committed to promoting and supporting the expectation of better behaviour and better learning as a shared responsibility to ensure a safe supportive learning environment. Our School Responsible Behaviour Plan will enable staff, parents/caregivers and students to work together to:

- Promote a school environment that allows positive aspirations, relationships and values to develop.
- Foster mutual respect.
- **Encourage all students to take responsibility for their own behaviour and the consequences of their actions.**
- Emphasize the importance of the right to a safe, tolerant and disciplined learning environment.

Consultation and Data Review

A whole school consultation process was used in the development of the Responsible Behaviour Plan for Students. The Code of School Behaviour provided the starting point for reviewing the school's beliefs about learning and behaviour and to affirm good practices and standards. Professional dialogue focussed on the evaluation of our Behaviour Management Support and Intervention Strategies. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2006-2009 also informed the development process.

The Plan was endorsed by the Principal, the P&C Executive and Executive Director (Schools) in November 2009, reviewed in 2012 as required in legislation and will be reviewed again in 2015.

Learning and Behaviour Statement

All areas of Port Curtis Road State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Port Curtis Road State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.



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Responsible behaviour at Port Curtis Road State School is promoted through:

- ❑ Creating an ethos of positive expectations.
- ❑ Treating all members of our school community with respect.
- ❑ Acknowledging and supporting the diversity of all members of our school community regardless of race, gender, ability, religious beliefs, cultural background and economic circumstances.
- ❑ Valuing and caring for self and others.
- ❑ Modelling authentic practices upholding our safe learning environment.

Our school community has identified the following value based rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful
- Be a Learner

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

Acceptable behaviour can be defined in terms of the Port Curtis Road State School and Education Queensland policies. These support:

Respect for Ourselves

- ❑ Strive for personal best
- ❑ Take responsibility for your own actions and property
- ❑ Actively manage personal wellbeing (healthy mind, healthy body)
- ❑ Adhere to the School Dress Code.

Respect for Others

- ❑ Be fair and compassionate.
- ❑ Use polite and appropriate language at all times. (Swearing will not be tolerated.)
- ❑ Treat the property of others with respect.
- ❑ Recognise personal space (Hands Off Program) – Port Curtis Road State School is a strictly HANDS OFF school.
- ❑ Accept views and opinions of others.
- ❑ Be positive in building relationships (Care and Share)

Respect for Learning

- ❑ Take pride in your learning environment.
- ❑ Manage time and resources.
- ❑ Engage in all learning opportunities.
- ❑ Ensure your behaviour allows yourself and others to learn.



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Respect for Our School

- ❑ Affirm the right of all school community members to feel safe at school.
- ❑ Promote care, respect and co-operation and value diversity.
- ❑ Ensure that roles and responsibilities of all members of the school community.

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Port Curtis Road State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of Rights and Responsibilities outlines our whole school community expectation around the three value based rules of :

- ❑ Be safe
- ❑ Be responsible
- ❑ Be respectful
- ❑ Be a learner

| Student Rights | Student Responsibilities |
|---|--|
| To learn in a positive and supportive environment. | To complete work, be cooperative and participate actively without interfering in the learning of others. |
| To be respected, accepted and treated with fairness. | To treat others with respect, courtesy and fairness. |
| To have appropriate access to school facilities and resources. | To care for facilities and resources. |
| To know what is acceptable behaviour and understand the consequences of unacceptable behaviour. | To behave appropriately and accept the consequences of unacceptable behaviour. |

| Staff Rights | Staff Responsibilities |
|--|--|
| The right to facilitate learning in a positive safe and inclusive environment. | To enact classroom management and learning strategies that ensures an optimum learning environment. |
| To be kept informed by parents, colleagues and other professionals of the specific needs of students. | To respond to individual needs and respect the confidentiality of information received. |
| To be treated with courtesy, respect and consideration and recognised as a professional. | To treat others with courtesy and act professionally at all times. |
| To be supported by parents when enforcing <i>The Code of School Behaviour</i> and <i>Responsible Behaviour Plan for Students</i> . | To be consistent in enforcing <i>The Code of School Behaviour</i> and <i>Responsible Behaviour Plan for Students</i> . |
| To engage in a review and reflection process to monitor student behaviour. | To plan for improvement. |
| To access a staff support system. | To offer collegial support and shared trust. |



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| Parent Rights | Parent Responsibilities |
|--|---|
| To expect the communication of the <i>Code of School Behaviour</i> and <i>Responsible Behaviour Plan for Students</i> To expect consistent implementation and support of these documents. | To read and discuss the contents of <i>The Code of School Behaviour</i> and <i>Responsible Behaviour Plan for Students</i> . To respect and support the implementation of the <i>Responsible Behaviour Plan for Students</i> and communicate with the school on disciplinary concerns. |
| To receive and offer timely information about their child's education and behaviour | To monitor their child's progress and behaviour and be willing to develop and implement workable solutions to problems |
| To receive support from the school community in their role as a parent/caregiver | To give support and show respect to the whole school community and ensure that their child is aware that they value and support the school community. |
| To expect a safe supportive school environment that promotes quality teaching and learning | To ensure their child is punctual and attends school regularly with the appropriate learning materials. |

Adherence to these rights and responsibilities by all members of our school community will ensure:

- ❑ a balanced, relevant and engaging curriculum;
- ❑ positive relationships between members of the school community;
- ❑ a strong sense of belonging and community spirit;
- ❑ Better behaviour and better learning.

Port Curtis Road State School implements the following proactive and preventative processes and strategies to support student behaviour:

- ❑ Negotiation of classroom rules consistent with The Code of School Behaviour.
- ❑ Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- ❑ Development of specific policies to address:
 - The Use of Personal Technology Devices* at School (Appendix 4).
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 5).
- ❑ Implementation of effective learning and teaching strategies with a major focus being placed on EXPLICIT INSTRUCTION and INDIVIDUAL GOAL SETTING.
- ❑ Development of positive relationships with all students through school community events (fundraising for causes), active Student Council, student Leadership program.
- ❑ Acknowledgment of positive behaviour through student achievement awards, positive communication with parents through notes home and newsletter, public recognition on school assembly, and progression through Positive Behaviour Level System (Appendix 1).
- ❑ Implementation of 'cooling off' procedures (time out areas, quiet area, lounge conversation time).
- ❑ Use of responsible thinking and questioning.
- ❑ Provision of a responsible thinking work area in the Administration building.
- ❑ Record of positive behaviours in One School application.
- ❑ Adherence to the Minor/Major Behaviour Continuum (Appendix 2).



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Emergency or Critical Incident Responses

At Port Curtis Road State School the following processes are used for

The Management of Critical Incidents

Each situation will be unique and will require responses that fit the environment and the gravity of the situation however it is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

For the purpose of this policy a critical incident is defined as any event which has a stressful impact; causes a person to experience unusually strong emotional reactions which have the potential to interfere with their ability to function; causes disruption to our school; creates a situation where staff, students and parents feel unsafe and under stress.

Knives in Schools

Our foremost or primary concern in terms of responsible behaviour planning lies in the shared assumption that all students and staff need to feel safe at Port Curtis Road State School.

Bearing this in mind, students will be made aware that any actions that impact or compromise students' or staff members' right to feel safe will be met with comparable consequences.

Dangerous weapons, including knives, are strictly prohibited on school site. Should a student bring such weapons to school, confiscation will be immediate. The parents/caregivers will be informed and the student will face possible suspension.

Additionally, our Adopt-a-Cop will be notified and asked to sit in on a face to face interview with the student bringing the weapon onto school grounds, along with their parent/s and the Principal.

Further consequences could arise following this meeting that may include:

- A reduction in their behaviour level
- Internal suspension
- External suspension
- Restricted re-entry on return from suspension.

Some Critical Incidents that may affect our school community include:

- A death in the school community – following illness, by accident, by suicide.
- Serious injury to a member of the school community
- Violent assault on a member of the school community which could include the use of knives.
- Witnessing a serious accident or an act of violence.
- Significant damage to, or destruction of, part or whole of the school property, due to vandalism, accident, fire, flooding.
- Bomb treat, explosion, gas or chemical hazard (Hastings Deering site located near school).
- Outsiders coming into school and being aggressive towards students and/or staff.



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- Social abuse of students or teachers – cyberbullying.
- Media coverage of issues in a way which is distressing to the school community – cyberbullying.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

In the event of a serious threat to the safety and wellbeing of the students caused by highly inappropriate and unsafe behaviour by another student(s) the process to manage the critical incident would feature the following:

Basic defusing strategies

Avoid escalating the problem behaviour

(Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language).

Maintain calmness, respect and detachment

(Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).

Approach the student in a non-threatening manner

(Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Follow through

(If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

Debrief

(Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations).

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Port Curtis Road State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.



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Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- Incident report
- Behaviour Incident – One School

The students at Port Curtis Road State School come to school to learn. Behaviour support represents an important part of our school culture. Our school seeks to ensure that our management of emergency or critical incidents is well understood and clearly communicated. The following is an overview of the management plan.

Preparedness

- Duty of Care obligations to be upheld at all times.
- School emergency drills – Lockdown/Fire are conducted on a regular basis.
- Commitment given to regular risk assessment and planning for safe conduct of activities.
- Strong teamwork and communication between home and school regarding potential triggers/issues/events happening in the life of the student.
- Clear expectation of appropriate behaviour and consequences.

Prevention

- Implementation of Health Promoting Schools Framework, Bullying No Way! including Cyberbullying, and National Safe Schools Framework.
- Implementation of procedure for managing complaints and challenging situations.



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- Promoting and implementing effective anti-bullying and harassment programs/strategies.
- Monitoring 'hot spots' in the school yard
- Professional Development for staff in the areas of restraint training, conflict resolution/negotiation.

Response

- Prepare staff strategically and psychologically for supported response – identify tasks and roles which will be required and nominate person/position of responsibility
- Minimize the impact/disruption to other staff and students.
- Develop resources in anticipation - medication logs; contact numbers; Medical Management Plans.
- Reduce risk of liability/adverse publicity by identifying and clarifying legal requirements.
- Minimise risk of damaged school community reputation/community/staff morale through Values Education Program.
- Ensure physical safety and psychological protection
 - Keep calm, issue clear instructions, send for backup/support
 - Designate person/position of responsibility
 - Scan school site or immediate environment to assess the situation
 - Remove student from scene or call for Lockdown procedure.
 - Contact parent/s.
 - Investigate/interview relevant stakeholders to establish appropriate course of action.

Targeted Behaviour Support

- A levelled Behaviour Tracking system will be in place to reward students demonstrating appropriate and positive behaviour whilst identifying those requiring moderation and intervention.
- Curriculum adjustments in the development of appropriate pedagogy and learning programs suitable for the needs of the students requiring further support. This may include working with a Teacher Aide, adjusted class work and working with a peer or older student
- The development of a caring and supportive school environment, through such programs as Buddies system and mentoring between grade levels.
- Explicit program support such as social skilling programs targeted towards existing needs – Values Education Framework.
- Behaviour Management Log Books.
- Functional Behaviour Assessments and management logs are best practice for high level students.



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Intensive Behaviour Support

Intensive behaviour support is required to support students who demonstrate chronic and/or severe and challenging behaviour, of an intensity that there is a risk to learning and/or injury to others. This level of support is implemented when less intensive support strategies have been used but the unacceptable behaviour/s remain. Strategies will be preventative, supportive and corrective

Preventative – through effective teaching and learning practices, classroom organisation, positive modelling and the use of appropriate content and curriculum materials

Supportive - through strategies put in place to support and assist students and teachers. This may mean strategies put in place by teachers to assist students or additional support from other staff for the teacher

Corrective - through actions taken to deal with disruptive behaviours.

Students demonstrating intensive behaviours will be managed based on the individuals involved, with the individual circumstances and actions of the student and the needs and rights of school community members considered at all times.

The Principal has the responsibility to suspend or to recommend exclusion to students who seriously infringe on the rights of other members of the school community. Prior to suspension or exclusion the Principal will seek relevant advice from staff members, including Classroom Teacher, Guidance Officer, Executive Director of Schools.

Consequences for Unacceptable Behaviour

Whilst the focus is on proactive and preventive whole school approaches, certain types of behaviour are unacceptable. Responses are tailored to the behaviour shown and consequences range from Level 1 to Level 3.

Level 1

| Minor incidents | Consequences |
|---------------------------------------|-----------------------------------|
| Not cooperating | -Warnings |
| Rudeness | -Rule reminders |
| Defiance | -Tactical ignoring |
| Failure to complete set work | -Reduced Playtime |
| Interrupting the learning of others | - Behaviour Level Tracking System |
| Not following directions | -Redirection |
| Teasing/name calling | -Buddy or peer support |
| Inappropriate language | -Offering of choices |
| Misuse of school or personal property | -Supported respite |
| Littering | -Natural consequences |
| Rudeness to staff | - Home-school communication |
| Inconsistent school attendance | |



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Level 2

| Major incidences | Consequences |
|--|--|
| Continued display of Level 1 behaviours Swearing Offensive gestures or remarks to others Destroying or damaging school or personal property Endangering the safety of others Stealing Bullying - Physical/verbal abuse of others - Social/Emotional - Cyberbullying Regular absenteeism | -Extended period of withdrawal (time period depending on student age and severity of incident), during which time the student completes set work. (Internal suspension) -School Community Services. -Notification letter/phone call to parents/caregivers. -Behaviour Management Log. -Restricted participation in any extra curricular activities. -Seek relevant Student Support Services options. -Physical restraint to ensure the safety and welfare of the student and others. -Requested meeting with parents/caregiver -Regression on Behaviour Level tracking system. |

Level 3

| High level incidences | Consequences |
|---|--|
| Repeated, persistent and wilful inappropriate behaviour from other levels Targeted physical aggression Major Vandalism Extreme and/or continual verbal abuse of others Extreme and/or continual bullying. Violent assault Knives Bringing cigarettes, alcohol or drugs and weapons to school or supplying or selling these. Continued Bullying - Physical/verbal abuse of others - Social/Emotional - Cyberbullying - Chronic absenteeism | -Internal suspension. -External suspension. -Recommendation for exclusion. (External suspensions and exclusions are implemented in line with Education Queensland Policy SM-16 Student Disciplinary Absences) -Physical restraint to ensure the safety and welfare of the student and others. -Parents/caregivers of students on Level 3 will be notified. -Student Support Services will be notified. -A Behaviour Improvement Contract will be implemented with relevant stakeholders outlining student access and participation. -Reporting process to Regional Office around absenteeism |

In cases where student behaviour warrants grounds for exclusion a 'Behaviour Improvement Condition' (BIC) may be an option to be used. A 'BIC' requires the student to undertake a behaviour management program arranged by the principal in consultation with relevant staff. The program must be:

- Reasonably appropriate to the challenging behaviour
- Conducted by an appropriately qualified person
- Designed to help the student not to re-engage in the challenging behaviour.

All suspensions and exclusions are implemented in line with Education Queensland Policy for Student Disciplinary Absences.



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Exclusions of Students by Principals

All students have a right to learn and all members of staff have a right to teach or carry out their respective duties in a safe and supportive environment.

Principals have now been given greater power to maintain the good order and appropriate management of their schools. The ability to exclude those students who through their disobedience, misconduct or other forms of conduct prove to be of such an extent that it greatly inhibits student safety and learning or the ability of staff to perform their duties and where other forms of behaviour management such as internal and external suspensions either are deemed inadequate in terms of a response or have not previously been successful, may be excluded.

Legislation stipulates that principals must follow the correct process in excluding a student including written notice to parents/carers, and the opportunity for the student/parent/carer to appeal the decision.

Through the Responsible Behaviour Plan review process and in the light of the legislation that has devolved the right to exclude to the principal level, all Port Curtis Road State School staff, students and their parents/carers, will be made aware of the process of exclusion in the event that the principal has deemed a behavioural breach to be so serious as to warrant an exclusion. The following will occur:

- The student will be interviewed and given a chance to respond to the allegation and evidence.
- If after talking with the student the principal is still of the belief exclusion is warranted, the student will be issued with a notice of suspension that also proposes that the student be excluded from Port Curtis Road State School. A copy of this notice will also be provided to the parents/carers ; it will also include written evidence of the behavioural breach, witness statements and the student's own response. (Witness statements may be censored in terms of protecting the anonymity of witnesses).
- Whilst on suspension, the student will be given a learning program, as is the case for standard suspensions.
- A regional case manager will be appointed to assist the student and his/her parents/carers in understanding the submission to exclude process.
- The principal will make contact with the parents/carers as soon as is practicable following the decision to exclude and to arrange a meeting to discuss the student's behaviour which has led to this decision.
- The student/parents/carers have the right to make a submission against the proposed exclusion. Details of the manner in which this may be done will be forwarded as an attachment to the Notice of Suspension proposing exclusion.
- Within 20 days of this notice being given the principal will make the final decision on exclusion.
- Written notification will be posted to the student and parents/carers outlining the final decision.
- Should the principal make the decision not to exclude, the student is advised they may return to school immediately following a re-entry meeting.



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The Network of Student Support

A team approach to supporting behaviour, involving staff, parents and members of the wider community will be taken. Assisting personnel may include:

- Another Classroom Teacher/colleague
- Guidance Officer
- Behaviour Support Team
- Advisory Visiting Teachers
- Government Departments where appropriate, i.e. Department of Child Safety
- Principal
- Parent
- School Support Staff, eg. Teacher Aide
- Adopt-A-Cop / Indigenous Liaison Officer
- Child, Youth Mental Health

Consideration of Individual Circumstances

The individual circumstances of individual students will be considered when choosing responses to student behaviours. These circumstances may include:

- Age of the child
- Cultural background
- Emotional state
- Impairment
- Intent of the action
- Honesty and remorse
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation

Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009



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Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)
- The Code of School Behaviour (<http://education.qld.gov.au/publication/production/reports/pdfs/code-school-behaviour-a4.pdf>)

Endorsement

Principal

P&C President
 Or Chair, School Council

Regional Executive Director
 Or Executive Director (Schools)

Date Effective:

From.....to.....



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Positive Behaviour Level System

Appendix 1

Prep to Year 6

Education Queensland's Code of School Behaviour stipulates a Responsible Behaviour System be adopted for all schools. Port Curtis Road State School's Behaviour Level System aims to track student progress whilst providing motivation towards positive behavioural choices. Students value recognition for responsible and positive behaviour. They also recognise and acknowledge fair and consistent consequences for poor behaviour; this system provides both in that it encourages students to take responsibility for their own movement through the five tracking levels. A committee consisting of the Port Curtis Road State School staff will meet fortnightly to monitor student movement through the Behaviour Level Tracking System.

| Level | Explanation of Levels. |
|--------|--|
| GOLD | Gold level students have demonstrated highly responsible behaviour and participate in both school and community service. |
| SILVER | Silver level students have demonstrated very responsible behaviour and participate in both school and community service. |
| GREEN | All students enter the system at this level. Green level students have demonstrated responsible behaviour and usually follow the school rules. They may have been referred to the office on occasion (see Minor/Major Behaviour Continuum) however demonstrate responsible behaviour and actions on re-entry into the classroom. |
| AMBER | This level includes students who have had frequent adverse behaviour reports and/or detentions. Behaviours demonstrated may be deemed critical. Students who have returned from suspension and have operated for two weeks on Red Level also fit into this category. These students will be on a Responsible Behaviour Plan for a fortnight and after this period of time may apply for a level up should their behaviour be deemed satisfactory. For those students whose behaviour has been deemed unsatisfactory, they will be required to review their Responsible Behaviour Plan for an additional two weeks. |
| RED | These students have demonstrated behaviours that put the safety and learning of themselves and others at risk. Continual interventions have failed to encourage the student to act responsibly. Alternatively, critical, serious or dangerous behaviour exhibited by students on ANY level will result in being moved to RED level. Students will be placed on a negotiated Responsible Behaviour Plan for two weeks. At the end of the fortnight, students who have demonstrated responsible behaviour will move to the Amber level, from which after 2 more weeks, they may apply to move up. . For those students whose behaviour has been deemed unsatisfactory, they will be required to review their Responsible Behaviour Plan for an additional two weeks. DUE TO THE LEVEL OF RISK, RED LEVEL STUDENTS WILL NOT PARTICIPATE IN SCHOOL REPRESENTATIVE DUTIES, INTERSCHOOL SPORT, SCHOOL DANCES, EXCURSIONS, CAMPS ETC. |



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STUDENT MOVEMENT THROUGH THE SYSTEM

Upward movement is determined by considering student 'level-up' applications. Students on Red or Amber levels must successfully complete their Responsible Behaviour Plan before they are eligible to Level Up.

Steps involved in levelling up:

1. Students complete a 'level up' form. (All teachers have these forms) Prep and Year 1 students have these forms completed with the assistance of their class teacher.
2. The classroom teacher and one other teacher or teacher aide must sign the form.
3. Students submit the form to the Behaviour Management Committee.
4. Behaviour Management Committee considers applications on a fortnightly basis.
5. Classroom teacher informs students of the outcomes.

Level Down:

Downward movement is determined by consideration of the behaviour forms completed by staff members and presented to the Principal.

Serious, Critical or Dangerous Behaviour:

1. Staff record student inappropriate behaviour and refer student to the Principal via Behaviour Report Form.
2. Principal takes action and student is moved to the Red Level.
3. Staff is informed of actions.
4. Parents/caregivers are notified that student's level has been downgraded.

Repetitive Behaviour:

1. Staff record student inappropriate behaviour and refer student to the Principal via Behaviour form should the incident be deemed of such a degree of seriousness by consideration of the Minor/Major Behaviour Continuum.
2. Principal decides on course of action: (time out, detention, warning, or return to class)
3. Behaviour is noted on One School.
4. If student receives three (3) adverse reports in one week, the student may be referred to the Behaviour Management Committee for Level down consideration.



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RECOGNITION OF POSITIVE BEHAVIOUR

| | |
|---------------|--|
| GOLD | <ul style="list-style-type: none"> ✓ Eligible to participate in ALL school activities. ✓ End of term celebration – Pizza Party. ✓ Newsletter acknowledgement ✓ Certificate ✓ Freedom to choose an eating area. ✓ End of semester mystery tour. |
| SILVER | <ul style="list-style-type: none"> ✓ Eligible to participate in ALL school activities. ✓ End of term celebration – Pizza Party. ✓ Newsletter acknowledgement ✓ Certificate ✓ Freedom to choose an eating area. |
| GREEN | <ul style="list-style-type: none"> ✓ Eligible to participate in ALL school activities. ✓ Newsletter acknowledgement ✓ Certificate |



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Minor / Major Behaviour Continuum

Appendix 2

| Universal Prevention & Support | | | |
|---|--|---|---|
| Targeted Support | Intensive Support | | |
| Classroom Data | Enter on One-School | | |
| Anecdotal notes kept by teacher/teacher aide | All incident reports in these categories should be referred to Mrs Emmert + PRIMARY: class teacher/s | | |
| MINOR Staff /Classroom Managed | ODR – MINOR Colleague/Staff Managed | ODR MAJOR Office Managed | ODR MAJOR – (Crisis) Office Managed |
| Definition Guideline All behaviours which are reasonably expected to be managed by the individual staff member. | Definition Guideline Persistent staff/classroom managed behaviours for which current classroom strategies are not effective. <i>Referral to Colleague, buddy teacher, YLC, HOD etc.</i> | Definition Guideline Major inappropriate behaviour that needs to be managed by admin (Principal or Deputy) | Definition Guideline Major behaviour incidents that require immediate response from administration, crisis team, entire staff and/or community support. |
| <p>Indirect Physical Aggression e.g. non-serious but inappropriate physical contact e.g. pushing / shoving / age-related fighting</p> <p>Disruptive Behaviours e.g. back-chatting / arguing / disruptive talking and noise making.</p> <p>Teasing e.g. teasing and put downs which are relevant to age development and which are core learning opportunities</p> <p>Minor Property Damage e.g. breaking pencils / scratching desk / tearing books etc</p> <p>Non-Compliance e.g. work refusal / refusal to follow adult directions</p> | <p>Persistent Minor Behaviours i.e. any 'Staff/Classroom Managed' behaviours which have been addressed by teachers using a range of effective teaching strategies, pedagogy assessment and adjustments etc but which are still occurring and causing disruption to learning</p> <ul style="list-style-type: none"> • Indirect Physical Aggression • Disruptive Behaviours • Teasing • Minor Property Damage • Non-Compliance | <p>Persistent & severe non-compliance which prevents learning and teaching e.g. repeated minor behaviours which have increased in frequency, duration and intensity</p> <p>Cyberbullying</p> <p>Property damage & misuse e.g. vandalism & property damage and stealing</p> <p>Technology Violations e.g. using mobile phone in school time to talk, video or photograph / inappropriate access to websites & internet</p> <p>Possession of banned illegal items or substances e.g. possession or use of drugs / selling of illicit items</p> | <p>Direct & Intentional Physical Aggression e.g. throwing of property / intentional fighting / spitting / inappropriate sexual behaviour / Threatening body language or proximity</p> <p>Direct & Intentional Verbal Aggression e.g. direct & intentional swearing & aggressive language / defiance / direct verbal threats / racism</p> <p>Use of Knives</p> <p>Danger to self or others e.g. leaving school grounds / climbing on roofs / self-harming</p> <p>Bullying & Harassment e.g. observed or written bullying / threatening language / malicious gossiping</p> |
| Strategies ESCM strategies Classroom Profiling Behaviour Workshops Buddy teacher mentoring | Strategies ESCM strategies / Behaviour Workshops / Coaching / Mentoring /Profiling Referral to internal support team / Case Management / team approach Referral to Specialist/Support Services BST Small Group intervention programs Check in Check out | Strategies ESCM strategies/Behaviour Workshops /Coaching/Mentoring Use of FBA processes Analysis of Data & Ongoing Data collection (one school & other systems) Involvement with outside agencies & support services FBA / Case Management team Individual intensive support programs | |



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Behaviour Management Log - Daily

Appendix 3

PORT CURTIS ROAD STATE SCHOOL Term

NAME: **DATE:**...../...../.....

1=Very disappointing effort **2**=Fair effort **3**=Satisfactory effort
4=Good effort, gaining positives **5**=Brilliant-focussed

| TIME | RATING | COMMENT | SIGNATURES |
|--|--------|---------|------------|
| 9.00 – 9.30am | | | |
| 9.30 – 10.00am | | | |
| 10.00– 10.30am | | | |
| 10.30– 11.00am | | | |
| Lunch / Play 11.00 – 11.45am | | | |
| 11.45 – 12.30pm | | | |
| 12.30 – 1.00 | | | |
| 1.00 – 1.30pm | | | |
| Afternoon Tea / Play 1.30 – 2.00pm | | | |
| 2.00 – 2.30pm | | | |
| 2.30 – 3.00pm | | | |



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Use of Personal Technology Devices* at School *Appendix 4*

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Port Curtis Road State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

***Port Curtis Road State School Responsible Behaviour Plan for Students
Revised 2016***



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Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.



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Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Cyber Bullying

Cyber bullying is the term given to a form of bullying that occurs either overtly or covertly using a range of digital devices as its mode of delivery. Its aim is to denigrate, hurt, belittle or humiliate others just as conventional forms of bullying does.

Cyber bullying may take the form of receiving hurtful text messages, emails, and social network postings through Facebook or Twitter or through other forums such as participation in a variety of chat room discussions where adverse and hurtful comments can be made. It can happen at any time in either the public or private domain. Often the bullying is only known to the intended victim and the perpetrator (bully).

Given the enormous uptake of personal technologies and the scale of social media, bullying in this form is becoming an increasing problem.

The staff and community of Port Curtis Road State School are committed to ensuring that students are not only aware of this form of bullying, but are also educated as to the consequences of such bullying both in terms of victim impact and also perpetrator penalties. Students will be made aware that instances of cyber bullying will not be tolerated, even if the actions occurred outside school hours and furthermore, it will be reinforced to all students, that engaging in such practices will immediately be entered as a Level 2 Major incident and notations on One School will result.

Students identified as being victims of cyber bullying will be supported and encouraged to be proactive in terms of dealing with this behaviour whilst those initiating and participating in such forms of bullying will be held responsible for their actions and be subject to

- a reduction in their behaviour level. (See Behaviour Levels Tracking System)
- additionally, victim impact statements will be shared with those responsible for such bullying so as to further reinforce that their actions are completely unacceptable.

Continued instances of cyber bullying will necessitate more severe penalties that could quite possibly include internal or external suspension and even Police intervention.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*



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PROCEDURES FOR PREVENTING & RESPONDING TO INCIDENTS OF BULLYING (INCLUDING CYBERBULLYING)

Purpose

1. Port Curtis Road State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
 - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
 - raising achievement and attendance
 - promoting equality and diversity and
 - ensuring the safety and well-being of all members of the school community.
2. There is no place for bullying in Port Curtis Road State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.
3. Bullying behaviours that will not be tolerated at Port Curtis Road State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.
4. Bullying may be related to:
 - race, religion or culture
 - disability
 - appearance or health conditions
 - sexual orientation
 - sexist or sexual language
 - young carers or children in care.
5. At Port Curtis Road State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.



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Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
7. The anti-bullying procedures at Port Curtis Road State School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
 - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
 - All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
 - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
 - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
 - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.



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11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.
12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Port Curtis Road State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.
13. Port Curtis Road State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.



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Knives in Schools

Appendix 6

Knives in Schools

Our foremost or primary concern in terms of responsible behaviour planning lies in the shared assumption that all students and staff need to feel safe at Port Curtis Road State School.

Bearing this in mind, students will be made aware that any actions that impact or compromise students' or staff members' right to feel safe will be met with comparable consequences.

Dangerous weapons, including knives, are strictly prohibited on school site. Should a student bring such weapons to school, confiscation will be immediate. The parents/caregivers will be informed and the student will face possible suspension.

Additionally, our Adopt-a-Cop will be notified and asked to sit in on a face to face interview with the student bringing the weapon onto school grounds, along with their parent/s and the Principal.

Further consequences could arise following this meeting that may include:

- A reduction in their behaviour level
- Internal suspension
- External suspension
- Restricted re-entry on return from suspension.



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BEHAVIOUR SHEET



The behaviour I was displaying was

The behaviour I should have been displaying was

What I will do in the future to display the correct behaviour is

Student's Signature _____ Date: _____

Teacher's Signature _____ Date: _____

Principal's Signature _____ Date: _____



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Re-Entry Contract

Appendix 8

RE-ENTRY CONTRACT



Name: _____

Date: _____ to _____

| I agree that I will: | Before School | Morning Session | First Lunch | Middle Session | Second Lunch | Afternoon Session |
|---|---|-----------------|-------------|----------------|--------------|-------------------|
| | Tick or Cross. Highlight those sessions to be spent in the classroom. | | | | | |
| Do my work in EVERY Lesson | | | | | | |
| Follow instructions politely | | | | | | |
| Behave in a safe manner towards all people and property | | | | | | |
| Use appropriate language | | | | | | |
| | | | | | | |
| | | | | | | |

When all requirements are consistently met I will be entitled to:

- _____
- _____
- _____
- _____

If I fail to respect and follow the above expectations the consequences will be:

1. I could be withdrawn in the office, with no class time and no break times.
2. **Further suspension.**

Student Name: _____ Signature: _____ Date: ____ / ____ / ____

Parent/Carer Name: _____ Signature: _____ Date: ____ / ____ / ____

Classroom Teacher Name: _____ Signature: _____ Date: ____ / ____ / ____



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Principal Name: _____ Signature: _____ Date: ____ / ____ / ____

Explicit Instruction

Appendix 9

The staff at Port Curtis Road State School is committed to embedding in practice the ideals of explicit instruction.

Explicit instruction is the structured, systematic and effective methodology for the teaching of a broad range of academic skills. It is explicit in that it is unambiguous and direct. It includes both instructional design and delivery procedures that are consistent across all classrooms.

Explicit instruction lessons at PCRSS are characterised by a series of scaffolds or supports, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill/s. Lessons are structured with clear explanations and demonstrations of the lesson intent and outcome following a systematic plan of:

- I DO (teacher modelling)
- WE DO (Shared input) and
- YOU DO (individual attempt).

Students are supported at each step of the lesson sequence through the use of immediate feedback in relation to specified and demonstrable success criterion until mastery is achieved.

Our belief is that with active engagement, explicit direction / instruction and curriculum content that is broken into clear and manageable chunks , students will experience success and instances of 'opting out' or 'acting out' will be significantly lessened.



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Embedding the Positive

Appendix 10

Recording Positive Behaviours in OneSchool.

Incidences of outstanding behaviour along the lines of those listed below should be recorded in OneSchool. (This list is not exhaustive.)

- Sustained effort and application
- Effective communication
- Pride
- Honesty
- Responsibility
- Playing the game
- Showing respect
- Demonstrating commitment
- Persistent engagement
- Valuing self and others
- Leadership
- Extra curricula endeavours including community service

(Examples of such behaviour could include: participation in Student Council activities, charitable fundraising, awards from parades, gotchas, outstanding bookwork, favourable mention from community or P&C)

Steps involved:

1. Log on to OneSchool. Use the allocated/chosen pin.
2. Select **behaviour support**, then **record positive behaviour**.
3. Select student/s.
4. Enter date.
5. Select positive behaviours from categories listed.
6. Enter the relevant details.
7. Click **next** for **positive behaviour summary**.
8. You will also have the option of printing a certificate at this stage.
9. Click *finish*.



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BEHAVIOUR DATA

Behaviour data is regularly collected, analysed and used by the Behaviour Leadership Team. The Leadership Team will analyse Behaviour, Academic, Naplan and Attendance Data to gain an overall view of each student. Is our data improving or are there problem areas that need to be addressed? Is our Responsible Behaviour Plan working effectively? Do we need to make any changes to our processes? Are we seeing any patterns with our data? Focus on students with a high absenteeism rate and analyse their academic and behaviour data. The Behaviour Leadership Team will meet at the end of each term to analyse the data. This information will be presented to the staff and P & C.

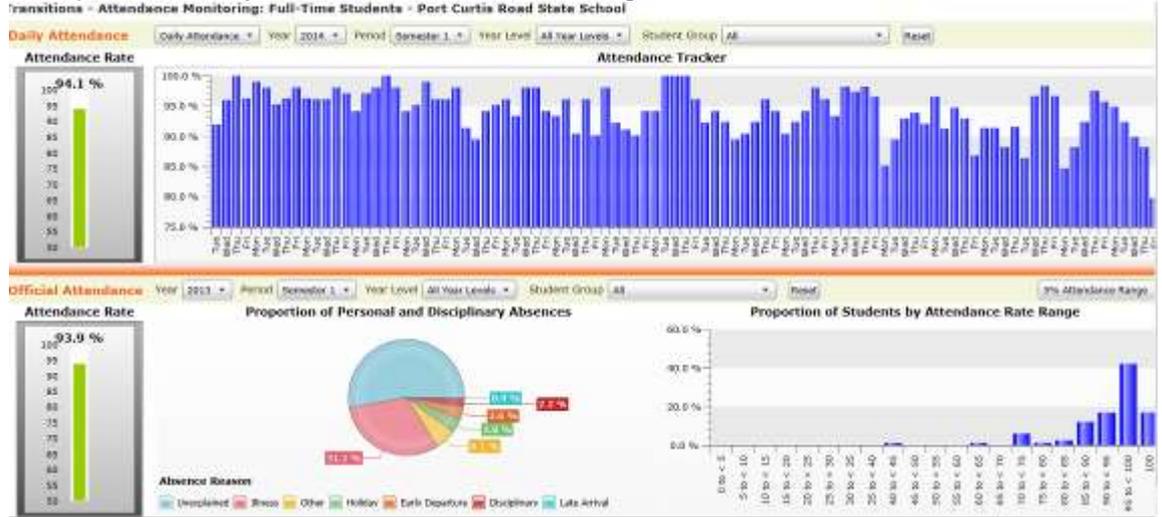
Below is an outline of the Data most used in this process:

1. Performance and Class Dashboard – Attendance, Behaviour Tracker
2. Student Profile Summary (Academic, Naplan, Absences, Behaviour)
3. Student Assessment Summary
4. Assessment Results Overall Summary
5. Relative Gain
6. Achievement Summary by Class
7. Behaviour Incident Referrals
8. Behaviour Incident by Category
9. Students with Multiple Incidents
10. Positive Behaviour by Student



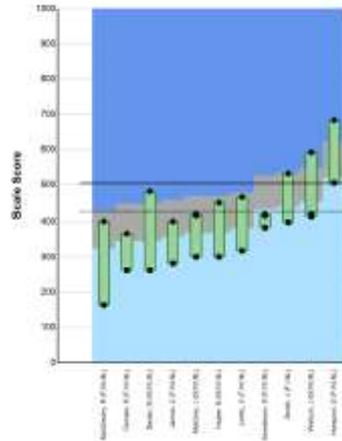
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Sample summary sheet used at the meeting:



Port Curtis Road State School (0208)
NAPLAN Student - Relative Gains - Current Students - Grammar and
Table 1: Two Year Level (S) For Year: 2014 Current Students: Two Year Level (S)
Table 1: Two Year Level (S) For Year: 2012

Port Curtis Road State School Student Assessment Summary



Year 1

| Greenhalgh, Sanne (P-2) | Ach | Eff | Beh |
|--|-----|-----|-----|
| ENGLISH | B | H | |
| MATHEMATICS | C | H | |
| SCIENCE | B | H | |
| Studies of Society and the Environment | B | H | |
| HISTORY | B | S | |
| GEOGRAPHY | | | |
| Health and Physical Education | C | S | |
| THE ARTS | B | H | |
| MUSIC | A | VH | |
| TECHNOLOGY | C | H | |
| Overall Assessment | | | VH |



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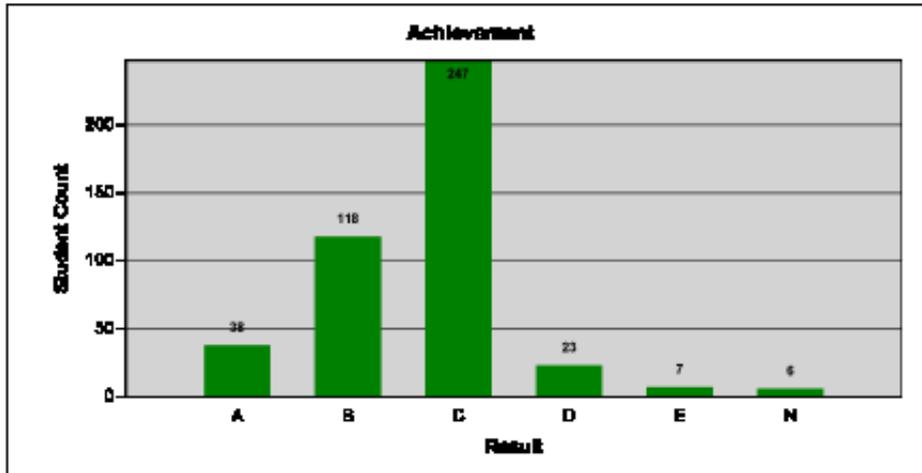
Port Curtis Road State School Assessment Results Overall Summary *

Semester1 2014

Number of students: 57

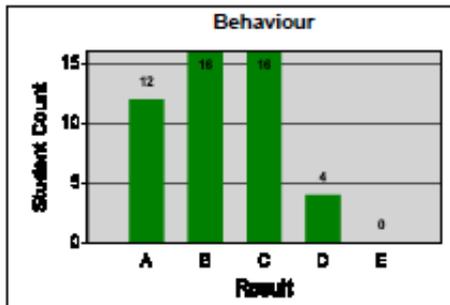
Achievement Breakdown

| Rating | A | B | C | D | E | N |
|------------|------|-------|-------|------|------|------|
| Percentage | 8.7% | 26.9% | 56.3% | 5.2% | 1.6% | 1.4% |



Behaviour Breakdown

| Rating | A | B | C | D | E |
|------------|-----|-------|-------|------|----|
| Percentage | 25% | 33.3% | 33.3% | 8.3% | 0% |



Effort Breakdown

| Rating | A | B | C | D | E |
|------------|-------|-------|-------|----|----|
| Percentage | 17.4% | 36.2% | 44.4% | 2% | 0% |

