



CARMEL COLLEGE

LET YOUR LIGHT SHINE

SCHOOL STUDENT BEHAVIOUR SUPPORT PLAN

School Mission and Vision - Teach Challenge Transform

MISSION

"We commit ourselves to being a learning community within the Catholic tradition, where each of us grow to a personal fullness of faith and life."

WE AIM TO:

Create a community of faith which encourages and rejoices in the knowledge of our loving God.

Actively promote the Gospel Values which Christ lived and taught as examples for our lives.

Recognise and respond to the needs of individuals by building a caring College community which is positive and supportive of students, staff, families and the Catholic Church.

Motivate all to assist in the creation of a learning environment where each person may attain individual potential - spiritually, academically, culturally and physically.

Encourage the development of personal growth in self-confidence, integrity, respect and independence so that together we may welcome life's challenges by proclaiming:

LET YOUR LIGHT SHINE

VISION

The vision of Carmel College is that the motto of "Let Your Light Shine" may be a reality for all. Our Core Values are based on:

FAITH Belief in Christ and our Catholic Traditions

HOPE Justice, integrity, trust, honesty

LOVE Care, respect, responsibility, forgiveness

LEARNING Through determination, enthusiasm, creativity

Our School Context

Carmel College is a Year 7 – 12 Co-educational Catholic college which caters for more than 1150 students. The college is located in Redland City. Our students come from a variety of socioeconomic backgrounds and feeder schools. Our dedicated and committed staff of over 130 provides academic, pastoral and spiritual support for the student body.

Consultation and Review Process

This plan has been developed and is reviewed biennially in consultation with staff, students and parents. A review of data relating to the current policy and procedures, and data collected from the BCE ENGAGE database informed the plan as did review of current best practice and contemporary research in the area of student engagement.

Section A: Our Student Behaviour Support Systems

1. Our Beliefs and Common Philosophy about Learning and Teaching

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

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Carmel College recognises that student behaviour has an influence on effective learning and teaching practices. Safe, positive and productive learning environments, based on the gospel values and the principles of consistency, fairness and engagement, support effective learning and teaching.

- At Carmel College, we believe there are four conditions for quality learning outcomes:
- A warm, welcoming, safe and supportive classroom environment - fostered through respect for all - caters for the diverse learning needs all students.
- Fostering within students responsibility for their own learning and that of others by developing resilience within and to learning challenges intellectually, personally, socially, emotionally and spiritually.
- Diligent engagement with work that is positive, constructive, engaging, meaningful and purposeful with its intent articulated clearly.
- Positive relationships which are a cornerstone of all social learning and the restoration of these relationships is crucial to moving learning forward.

It is Carmel College's belief that all students can be taught to become self-regulated and self-directed learners through the promotion of positive relationships, diligence in work ethic, resilience in the engagement of their learning and respect for oneself and members of the learning community. The four pillars of Learning and Behaviour at Carmel College are, Respect, Resilience, Diligence and Positive Relationships.

2. Our Systems Approach - Positive Behaviour for Learning (PB4L)

What is Positive Behaviour for Learning?

PB4L is a framework (Diagram 1) for schools that use a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. One of the focus areas is explicit teaching of behaviours that assists students to access learning – academically and socially - at all stages of development throughout their education.

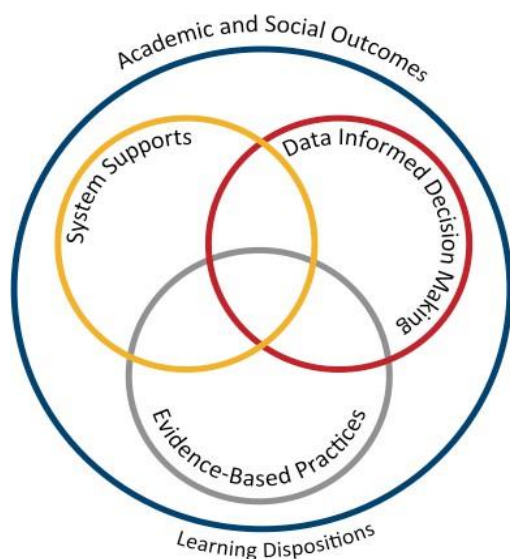


Diagram 1: Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self-Assessment*, by OSEP Centre On Positive Behavioural Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

PB4L is the redesign of learning environments, not students. The theoretical and conceptual understandings of PB4Learning are firmly linked to Behavioural Theory and Applied Behavioural Analysis (Carr et al., 2002). This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Environmental factors are influential in determining whether a behaviour is likely to occur, and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4L is the adoption of a continuum of behavioural supports (Diagram 2) that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

Tier 1 Universal Supports:

This first level focuses on universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing explicit teaching of expected behaviours and creating positive learning environments across all settings in the school. Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

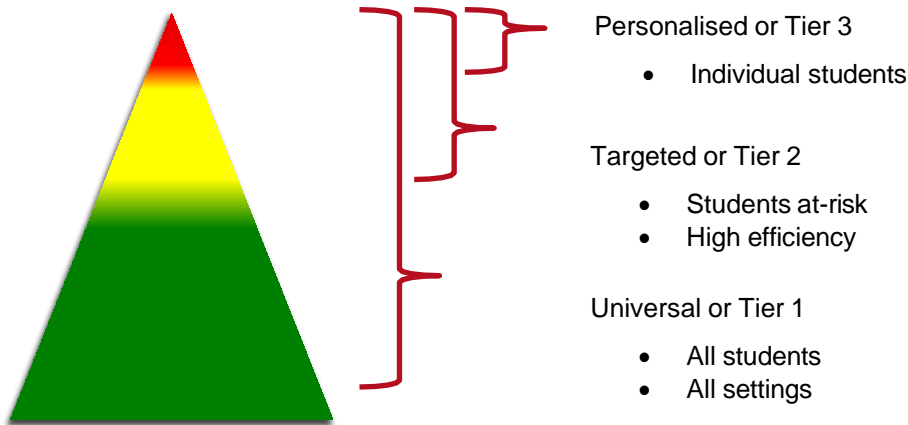
Tier 2 Targeted Supports:

This second level focuses on targeted supports for students who continue to display problem behaviour even with the universal supports in place. Using data analysis, students are identified early, before problem behaviours become intense or chronic, to receive targeted supports such as small group social skill instruction, academic supports, mentoring and/or self-management strategies (Sailor et al., 2013).

Tier 3 Personalised Supports:

This third level focuses on personalised supports that are intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.

Diagram 2: **CONTINUUM OF STUDENT SUPPORTS**



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other contexts.

3. Student Behaviour Support Leadership & Professional Learning for School/College staff

Carmel College’s Student Behaviour Support is founded on the practices of PB4L. As such all in the community is involved and invested in developing positive behaviours at the Universal Support Level – including our students, teachers, support staff, Counsellors, Middle and Senior Leadership teams. At the Targeted Support level, we employ a supportive restorative model that utilises House Leaders, Counsellors, Carers, Learning Enhancement, and Senior Leadership to support individuals and groups of students to give a more directed approach to managing learning, upskilling and providing strategies to these targeted students.

Meetings with stakeholders in the Middle and Senior Leadership teams are formally structured fortnightly to assist in identifying, managing and strategising student support structures required around such issues as absenteeism, behavioural, motivational, achievement and learning issues and social-emotional issues and analysing trends that might be emerging from ENGAGE and BI data.

Staff professional development is planned for consistent and ongoing engagement, evolving to include PB4L, Functional Behavioural Analysis, Restorative Justice Practices, digital literacy and current issues facing our students. PLC groups are timetabled into each teacher’s timetable to collaborate on PB4L pedagogy. This development and engagement of staff builds capacity in the implementation of our school-wide programs, as well as assisting with ownership of PB4L.

Section B: Our Student Behaviour Support Practices

1. Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon

student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

Our expectations are:

- Respect
- Resilience
- Diligence
- Positive Relationships

Our school behaviour matrix (Appendix A) is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school. The matrix is complemented by staff resources on essential skills for classroom management, strategies for recognising and encouraging positive behaviour which all serve to enable Tier One supports at Carmel College

In addition to our school expectations, our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The General Capabilities encompass the knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management. The behavioural and social emotional skills in this capability are to be taught through the learning areas of the approved curriculum. www.acara.edu.au

2. Focus: Teaching Expected behaviour

Effective instruction requires more than providing the rule – it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

In addition, direct teaching may be done using some or a combination of the following:

- Beginning of school year orientation day.
- Year level, House and Whole school assemblies.
- Pastoral Time
- New student orientation.
- Student leaders support younger peers.
- One to one instruction by House Leaders or Counsellors
- Self-reflection of learning behaviours.
- Focus groups led by counsellors.
- Wrap around meetings with students and parents/carers.

3. Feedback: Encouraging Productive Behaviours for learning

Tier 1 Universal Supports:

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term “feedback” for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress in their learning. (Appendix E)

Our school encourages and motivates students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent

with their use. Specifically, our school encouragement system utilises effective, specific positive feedback, adult attention (contingent and non-contingent) and a tangible reinforcement system.

The encouragement strategies in place for school and classroom include:

School practices that encourage expected behaviours:	Classroom practices that encourage expected behaviours:
<ul style="list-style-type: none"> • House Assembly Awards – Leading Lights. • Consistent Committed Learner Awards and Reporting. • House Points awarded for positive behaviour. • Teacher recognition and reinforcement of behaviours. • Display of College Pillars in every classroom. • Use of explicit practice of PB4L framework. 	<ul style="list-style-type: none"> • Establishing clear expectations • Effective communication of instructions • Waiting and scanning • Reminding and acknowledging • Encouraging through body language • Descriptive encouraging • Selective attending • Redirection to learning. • Giving choices • Following through • Defusing

Tier 2 Targeted Supports:

Targeted evidence-based interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that interfere with instruction and hinder student learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, using academic, behaviour and attendance data accompanied by teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the school include:

- **The Behaviour Education Program** Check in- Check out (Crone, Horner & Hawken, 2004).

At Carmel the Student Support Card is used (see Appendix G). This evidence-based Tier 2 support builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected facilitator, and the student’s parents for demonstrating appropriate behaviour and academic engagement. The goal is to move the student to self-management.

- **The Check and Connect system** (Christenson et al, 2012). The core of Check and Connect is a trusting, relationship between the student and a caring, trained teacher mentor. This mentor both advocates for and challenges the student and partners with the family, school, and community to keep education salient for the student.

- **Social Skills Clubs/Groups** This type of intervention involves directly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. A teacher or guidance counsellor facilitates this type of group.
- **Restorative Justice** processes

Tier 3 Personalised Supports:

Successful outcomes for students whose behaviour has not responded to Universal or Targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of PB4L.

Personalised supports currently on offer at the school include:

- Functional Behavioural Assessment with associated plan
- Individual Behaviour Support Plan (Appendix F)
- Pro-active, Collaborative Problem-Solving process (Dr Ross Greene)
- Guidance Counsellor support services
- Student Support Team case management - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

4. Feedforward: Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using appear to meet their needs. When responding to unproductive behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to unproductive student behaviours, we have a system in place that enables staff to respond to minor unproductive behaviours efficiently and effectively, to chronic persistent minor behaviours and to major unproductive behaviours that hinder learning. In this continuum, thinking begins with clarity between minor behaviours (that can and should be managed by teachers, within the context of the classroom and non-classroom settings) and major behaviours (that are best managed in a more private setting with the class teacher and leadership in partnership). The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) have been included in Appendix B.

Although the teacher is the key problem solver when responding to minor behaviours, they collaborate, and share creative strategies, with colleagues. Teachers respond to minor behaviours using best practices that include reminders of expectations, re-directing to learning and re-teaching behaviours. Appendix C includes a summary of practices that may be utilised.

The positive, support strategies currently in place for responding to unproductive behaviours at our school can be classified under the three evidence-based approaches recommended in BCE SBS policy and procedures, and include:

De-escalation	Problem-solving	Restorative
<ul style="list-style-type: none"> Supervised calm time in a safe space in the classroom Supervised calm time in a safe space outside of the classroom Set limits Individual crisis support and management plan 	<ul style="list-style-type: none"> Teacher – student conversation Work it out together plan – teacher and student Teacher – student – parent meeting Teacher – student – leadership conversation 	<ul style="list-style-type: none"> Student apology Student contributes back to the class or school community Restorative conversation Restorative conference

In the event of behaviour issues that are not managed within the classroom the one or more of the following processes are implemented:

- Contact with parent/carer to advise of behaviour and engage support
- Referral to either the relevant Learning and Teaching Leader or House Leader or the Student Wellbeing Centre
- Facilitated restorative conversation between the teacher and student
- Meeting with parent/carer and teacher or relevant House Leader

A flow chart for response to unproductive behaviours is attached as Appendix D and outlines the process of referral for staff to follow when support it required.

5. BCE Formal Sanctions

Detention

At Carmel College students may be required to make up lost time to complete missed work by their classroom teacher, House Leader or the CLT. These staff will contact the parent to notify them of the detention and create an Engage record of the incident resulting in the detention.

In order to realign with College expectations, students will be required to attend a lunchtime Restorative Meeting or undertake community service as a way of giving back to the community through a positive contribution. Supervision will be undertaken by the classroom teacher, House Leader or the CLT member issuing the detention.

Suspension

At Carmel College the aim is to keep students engaged in their learning, however in the event of a major behaviour incident or persistent breaches to the Student Behaviour Support Plan, students may be either internally or externally suspended depending on the nature of the breach/incident.

Immediate external suspension will take place if the safety of the community is threatened in any way. Parents/carers are notified of a suspension via a phone call from a House Leader or member of the CLT. A letter outlining the reasons for the suspension is also emailed to parents/carers, as well as physical copy of the letter being sent home with the student.

After a period of suspension students, accompanied by their parent/carer have a re-entry meeting with a member of CLT and their House Leader to confirm a plan to participate positively in the community moving forward.

The purpose of a suspension is to give the College time to examine antecedent behaviour

and circumstances and to formulate plans for a re-entry meeting. The other purpose of suspension is to signal the seriousness of an incident or pattern of behaviour or to address a misalignment of expectations and values between the student and or family and the College community.

Suspension may occur in order for an investigation of an incident to be completed, or the development of a student safety/behaviour or other support plan.

Exclusion

The process of exclusion is not undertaken or managed at the College level.

For appeals, the school aligns to BCE processes.

Sanction	Appeal Process
Suspension 1-5 days	Appeal made to the school principal
Suspension 6+ days	Appeal made to the Senior Leader School Performance by emailing SchoolProPer@bne.catholic.edu.au
Outcome of Appeal	The appeal reviewer (Principal or Senior Leader – School Performance) must: (a) make the review decision within 5 business days after the application is made; and (b) as soon as practicable after the decision is made give the person written notice of the decision.
Exclusion	An appeal against an exclusion must be submitted in writing to the Compliance and Performance Executive within 10 school days after receiving notification of the exclusion.

6. Bullying and Cyberbullying – information, prevention, and school/college responses

The purpose of this section of our School Student Behaviour Support Plan is to describe our approach to positive, proactive practices in support of student behaviour and wellbeing in relation to the prevention, intervention and responses to student bullying and harassment (inclusive of victimisation of students with disability and their associates).

CARMEL COLLEGE ANTI-BULLYING POLICY 2020-2023

This Operational Policy extends the Carmel College Anti-Bullying Strategy as outlined in the relevant College brochure. It is designed primarily to provide more detailed information, direction and guidance for staff and parent use.

Carmel College is committed to providing a safe learning community, where all members can grow to a personal fullness of faith and life. We aim to create a community of faith which encourages and rejoices in the knowledge of our loving God. We actively promote the Gospel values which Christ lived and taught us as examples for our own lives. We recognise and respond to the needs of individuals by building a caring community which is positive and supportive of students, staff and the wider College community. As such, we believe that bullying in any form has no place in such an environment.

Students are entitled to enjoy their education free from humiliation, oppression and abuse. Bullying affects everyone - not just the bullies and their victims. It also affects those other students who may witness violence, intimidation and the distress of the victim. It can damage

the atmosphere of a class and even the climate of a school. Bullying is in complete opposition of our motto 'Let Your Light Shine' and any form of intimidation or violence have no place in our community and will not be accepted under any circumstances.

Definition

The national definition of bullying and harassment for Australian schools says:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. (Ref: Bullying No Way).

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents or aggression, intimidation or violence.

Despite not being bullying, these conflicts still need to be addressed and resolved. Our school community does not tolerate bullying behaviour. Bullying in all its forms (physical, verbal, electronic, social) is always unacceptable. Responses to bullying behaviour should always reflect this position to all concerned.

In severe cases, or in cases which indicate a continuing pattern of unacceptable behaviour, the principal at his/her discretion may need to suspend the aggressor's enrolment at the College until such time that certain assurances may be given and accepted. For the Common Good of the College community, the Principal may also be unable to allow a student's enrolment to continue at the College. In certain cases, the Principal may be required to notify the police or other civil authority.

Our whole-school approach to preventing and responding to student bullying and harassment.

Our school uses the PB4L framework and the Australian Education Authorities resource [**Bullying NoWay!**](#) to assist our students, staff and school community to understand, teach, prevent and respond to bullying and harassment.

1. Understanding Bullying and Harassment

The community must be united in recognising and reacting to Bullying as a non-negotiable in the way all members of Carmel College interact.

Therefore:

- All staff are explicitly educated about being role models that do not bully others and do not tolerate bullying of others. This occurs in staff meetings as well as discussions

- about code of conduct at the College.
- The PB4L Effective Classroom Practices and Responses professional learning supports teachers with practical skills and strategies to improve planning for teaching and learning, classroom management and building and sustaining positive relationships with students and between students. Restorative approaches and collaborative problem solving are supportive ways to respond to bullying, harassment and conflict.
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- Students are educated on diversity through knowledge building about inclusion in Pastoral programs. Those being harassed or see others being harassed are to be empowered to report to have it addressed.
- Staff are encouraged to report bullying or suspected bullying (Staff, student, parent or other) to a member of the Pastoral Team or the College Leadership team. The definition of bullying is made clear through formal policy as well as professional development around student protection and the staff Code of Conduct. Staff are to be able to identify and act on incidents of bullying behaviour. Being vigilant in class and the playground by noticing and addressing bullying in a timely manner helps minimise the extent of students being bullied.
- Staff are encouraged to support students in reporting bullying through the Student Wellbeing Centre so that it can be addressed and documented on the Engage database.
- Students are educated to support each other and not be bystanders in the event of other students being bullied and to speak up/against the action.
- Parents are encouraged to work through the issue with their student and to encourage them to report the bullying. They may also advocate for their child and report their concerns to their House Leader if their student has already tried to deal with this themselves.
- Parents should also monitor their child's interactions with others in person and online. The Office of the e-safety commissioner and the Bullying No Way websites are excellent resources for parents and children.

2. Teaching about Bullying and Harassment

The four pillars of the Carmel Community are Resilience, Respect, Diligence and Positive Relationships. The college is embedding these not only in the Pastoral program but in the Consistent Committed Learner Matrix. This is clearly linked to the day to day teaching and learning. Units of work are inclusive of the skills in the General Capabilities around personal, emotional and relational awareness, reflective practice, conflict resolution and empathy. In the BCE Religious Education Curriculum, relationships are at the heart of the texts and are more explicitly found in the Catholic social teaching. The teaching and learning is about human dignity which is opposed to bullying and impresses on what the right action is against bullying.

- These explicit College matrices underpin the personal development programs and classroom environments.
- Leaders are tasked with being good role models and promoting positive healthy relationships.
- The House system fosters a connectedness within PC group and the House.
- Student Voice is given through formal and informal avenues such as Leaders meetings, feedback on surveys and forums run by House Leaders, BCE Student Voice mentoring).

3. Responding to Bullying and Harassment

Identify & Report

- Staff or student identifies incident, or signs of distress in student.
- Staff member offers support to distressed student. The wellbeing and on-going protection of those affected is the first priority.
- Staff member passes on information to relevant House Leader or AP Student Wellbeing.

Investigate & Record

- In response to reported bullying, the usual principles of natural justice and fair process are to apply to all parties.
- House Leader investigates and interviews students concerned. If the matter is a STUDENT PROTECTION ISSUE, student protection contact (SPC) and Principal are notified immediately.
- House Leader completes a Bullying Report which is kept on a student's file and logged in ENGAGE.
- Informs relevant members of support team - APSW, House Leaders, Counsellors, PC Teachers
- Parents notified.

Respond & Restore

- A restorative response is to be preferred in cases of substantiated bullying behaviour. As such, once the well-being and safety of the victim is assured, the main focus of any response is the education of the aggressor to self-regulated right behaviour and the encouragement and support, as much as is possible, to repair the harm done.
- In all cases of substantiated bullying, parents will be notified of the situation and the response initiated.
- Depending on severity and frequency in cases of substantiated bullying, responses may include:
 - The aggressor could be served with an Official Caution which is placed on his/her student file.
 - An impromptu or more formal mediation or circle could be conducted between the parties involved.
 - A restorative interview could be conducted with the aggressor aimed at increasing his/her ability to empathise with those s/he has harmed and encouraging some attempt at reparation.
 - The aggressor and his/her parents could be required to attend an interview to review his/her behaviour.
 - A full community conference involving parents and other supporters could be conducted.
 - Sanctions such as detention or suspension could be assigned, in cases where responses of a more restorative nature are inappropriate or unavailable, or in conjunction with other more restorative responses where this is judged necessary.

All staff must take all reports of bullying and harassment seriously and respond with a school team process:

- **Listen** carefully and calmly, and document what the student tells you. (Take the time to clarify with the student who has reported the incident that you have all the facts, including if there are immediate safety risks and let the student know how you will

address these).

- **Collect** information, document and evaluate, including examples from the student/s, staff and bystanders involved.
- **Contact** parent/guardian (This would usually be a House Leader or the Student Wellbeing Leader) to inform them of the incident, give details of the school's immediate response, and how the incident will be followed-up. Contact appropriate school personnel (Principal and school leadership). Always maintain confidentiality and privacy.
- **Determine** if this is an incident of bullying or harassment. If the incident does not meet the criteria for bullying or harassment, it can be recorded as a pastoral note in the Engage Student Support System.
- **Record** the incident either as Minor-Teasing or Major-Bullying/Harassment and complete the bullying record in the Engage Student Support System in a timely manner (House Leader, Student Wellbeing Leader or APSW or member of the CLT).
- **Respond** to incident, following the school's student behaviour support plan. Where possible, schools should work towards a positive outcome and relationships are restored. Formal sanctions could be part of this response.
- **Plan** the response with the student/s and their families to provide support, teaching and strategies (House Leader, Student Wellbeing Leader or APSW or member of the CLT).
- **Follow-up** and gather any additional information, including data analysis on Engage Student Support System. House Leader sets a date for follow up review and monitoring.

4. Preventing Bullying and Harassment

1. Student assemblies: Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted. Assemblies are student led with student devised presentations are shown. Transition activities and Induction of leaders will incorporate anti-bullying messages – refer to Behaviour Matrix.
2. Staff communication and professional learning: Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour. Twilight sessions and staff meetings will support this.
3. School staff have access to foundational training about how to recognise and effectively respond to bullying, including cyberbullying. APSW will induct new staff at the beginning of the year through face to face and online modules being advertised.
4. New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways. APSW and AP School Operations will guide staff through the Student Behaviour Support Plan and the use of the Student Wellbeing Centre processes.
5. Communication with parents: Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase

parent's understanding of how our school addresses all forms of bullying behaviour. This will be communicated through Newsletter and social media platforms. Information evenings with guest speakers and/or school staff will be provided.

6. Explicit promotion of social and emotional competencies among students through pastoral programs, curriculum processes and Wellbeing Centre processes will promote through explicit discussion as well as reflection activities/student production of resources.
7. Whole school programs to prevent and address bullying including links to the independent research-based evaluation conducted to inform its selection The Pastoral Team use the *Be You Programs Directory* and STEPS – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs).

Key contacts for students and parents to report bullying:

- PC teacher, Class teacher or teacher on Yard Duty
- House Leader/ Student Wellbeing Leader
- Counsellor
- Assistant Principal Student Wellbeing

All can be reached by contacting Carmel College on 07 3488 7777

5. Cyberbullying

Cyberbullying is treated at Carmel College with the same level of seriousness as direct bullying.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

When cyberbullying occurs, students are encouraged to:

- Keep screenshots as evidence.
- Block the offender from their account.
- Report the bullying or harassment to the platform.
- Report the cyberbullying to their pastoral care teacher or pastoral leader.

It is important for students, parents and staff to know that BCE Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or on school grounds. This includes cyberbullying.

In addition, parents and students who have concerns about cyberbullying incidents occurring outside of school hours should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students found to be using College technological equipment to bully at school may have this equipment confiscated until their parents have been contacted. They may face the following possible sanctions as a means of aiding the student to reorganise their thinking:

- Loss or restriction of access to technology resources.

- Formal disciplinary action for breach of the school behaviour policy.
- Cases of serious, deliberate, and or criminal breach will be referred to external authorities and may result in civil or criminal proceedings.

Resources

Carmel College conducts independent research-based evaluation to inform the school's selection of any program. The use of the [Be You Programs Directory](#) and [Steps to examine programs and approaches in schools](#) – a decision-making tool to help schools select appropriate and evidence-based anti-bullying programs informs Carmel's Pastoral approach to bullying.

The [Australian Curriculum](#) provides the framework for Carmel's anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are Personal and Social Capability (General capabilities) and Health and Physical Education -

- Bullying NoWay
- Office of the eSafety Commissioner
- The Educator's Guide to Whole School Wellbeing. Quinlan D. & Hone, L. (2020). NY: Routledge

Section C: Our Student Behaviour Support Data

Data Informed Decision Making

The BCE Engage Student Support System is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

It is mandatory for all BCE schools to record major incidents of bullying, weapons and drugs incidents and complete the accompanying record documentation in the system as comprehensively as possible. Suspension records are also mandatory to complete in the database.

At Carmel College, Engage is utilised to document student behaviour and support for minor through to major incidents and interventions. This data is utilised when responding with Tier Two and Tier Three interventions.

The College Leadership Team uses the data at Staff meetings and Twilight meetings to analyse with staff the causal link between academic achievement and behaviour.

The Pastoral team, APCs, GCs and STIES meet once every three weeks to discuss interventions (personalised supports or targeted supports) for students at risk.

House Leaders use the Engage data to identify times and places in the College day where negative behaviour is occurring in order to put in proactive strategies to minimise student conflict.

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Relevant Brisbane Catholic Education Policies

BCE Student Protection Processes

Procedure: Alcohol and other drug-related issues

Procedure: Weapons in Schools

Code of Conduct

Student Attendance Policy

Student Diversity and Inclusion Policy

Student with Disability policy

Student Behaviour Support Policy

Student Behaviour Support Procedure

Student, Parent and Guardian Complaints Management Policy

Student Wellbeing Policy

AIPPE INDEX A- POSITIVE BEHAVIOUR FOR LEARNING MA11R IX

PILLAR	Learning Spaces	Transition (walkways, stairs, to and from school)	Digital Space	Social Spaces	Assemblies, liturgies, special events/extracurricular
RESPECT & POSITIVE RELATIONSHIPS	<ul style="list-style-type: none"> Treat a11 poopl8 and properly "With car,i1 and k!lndn!ISS Show palience aru:l tol,nance towards others Allow and support Olh& srud1mts to ls-am, Raise yoor haru:l to speak Ke@p l@amng ttnvlon:mool clean, Be open to wrk with ,othAtrs, flV!n If you don't know Iti11m Listen lo tl!acher insllucjons and follow them, 	<ul style="list-style-type: none"> Obscrw: UM personal space ,cf OlruHs SUPporit the E n!ng and working of ,othats by be-"ng quiet Care lor th school en11Jronmer11 Be calm arid senslble wtl!sl walling for b1JS!!!!:! B!! pol]te WMn 1r a11t1lIng on buses. respect the druver arid othef passooq!! JS 	<ul style="list-style-type: none"> Il:slie ICT a,xordrng to l!ie ICT agr,et!f1 1enl and B ha'lloor Support Pd!cy fake care o/i your d@vic!! and any s,chool lechnolo,g y B11l<lnd, coosl'd.e'rate and poll111 wll@n onln11 l!s-e tl!Chnology coop!!"alilley In the classroom, l!:slie approprual!>and pcdlle languag8 wh!!n rlleracting ,onln8 	<ul style="list-style-type: none"> Car,11for school properly and l!he belong ngs ,cf olti@rs Be prepared to shar,e actlw spaces lBs rs,spectlul ,of l!he en11Jronm11n1; ,gardens, l!leS, animals lL,eaVe a,eaS clean,after using t!h.em. Put all rubbish In bins Welooe ,othats to loin you ,or yourgmup lBs willing to pfc;lpale in conversations or games wi olti@rs 	<ul style="list-style-type: none"> Follow all Staff d rections about where to sit Wh!!n to Sll:rnd Be a polite andespons e audlooce merrib@r Be r,!!!:p11e11'111 o/i sacred spaces arid re!!glouslplritual ruwals Listen lo all Inf matlon and Instructions BttW!!lcon, ngr and rl:Sp!Clful to lnr111ed guests and parents In,attendance W11ar collegtt uniform aoorqooat!lv an,d wt Olide
RESILIENCE	<ul style="list-style-type: none"> Be organised for each da!" Be v,rilng to adapl lo changes Ask for help ii you are unsure Ask for more help if you sl don'l und!!fstand Be well rested for school da Don't compare yoor learning to that ,ofoltiers Measure yoorself aga sl your learning goals Und6fslnd that m sla es a:nd ,!!f!fors are great l!taffln(l ,o;ooorwnlilil!: 	<ul style="list-style-type: none"> Stay calm and to (he l!!It B11 aware ol your pefsonal space and l!hat ol othe-rs B11 tolerant whoo mo'Jng In congtiSt!ld spac!!S Focus on Wh!!re yoo ne@d to be nel(l B11 on me and ha'l'8 th@ farn far yo111 bus Accept that 1ih.e bJS is a shared space 	<ul style="list-style-type: none"> Seek help if your d:e;,,,Jce ls nol working propeilly Be wtUk'lg lo adapt to, and a,n new digital skills Rerngnls,e thal dig'!al com:munication can seem formal and Impersonal at tl:mes Accept that slaff may not be ab e to r,es,porid to digllal communication Immedlately fry eng ,iging withmw digital apps and programs Inlloduced for learning 	<ul style="list-style-type: none"> Follow rules for safe play lBs prepared to shar,11eal ng a,iias and active spaces lBs wt ing to as!\\ to Join gr,oups kl sit or play 'With Accept oth,!!fS wtio ask to Join you Eal first l!hen play lBs aware ol b times and m01111 to class on,t!ie fist b@ll 	<ul style="list-style-type: none"> Be open to eng,age wllh d fill!nl rlualslexper!lences Be adaptab e dlfferent enlfronmentsplao6<Sl'spaces Follow the rultls ,of any 'l'8nu11 'l'0lJ attend Be a good 'sp,orl' AcClpl that som!!l'mss yoo may no! 'suc d' or 'win' and that's okay
DILIGENCE	<ul style="list-style-type: none"> Be prepared fo r!!V!Jry lesson lllilh l!ht correct equlpmnt Be on,l!lme for class Parllc pate productlwl y In, learning Follow classroom ,11xp11Clas ons/nr!les ,cf each lesson Ach !!V!! your personal best S@l achlevable goals and aim to succ!!!!d 	<ul style="list-style-type: none"> B!! on :me Walk to and from classes direcdy Be org anlsed. avold unnecessary11ps to your ocker Always keep yoor look<i!!r sl!CURI Do not share yoor locker code wth o,l!hers Report if e are any haz ds or incid!!l!ts 	<ul style="list-style-type: none"> l!:slie tl!chnology far learning B:llng device to r!!N!ty class B11111!:ponsibl!! for hallng!! fully c:h glld at the beginning of each day Beoactive nthe malnt!!nance and ca,11,cf your d8!lce Keep your login nformation plivat!! Beespons le for ongolng improvement ,of your d g!tal s!kl!s Reyart any in,appropriate mat!nlal l!hat may appear on your de!11ce lo your teach.er 	<ul style="list-style-type: none"> Stay in bounds Follow gam!! rules B!! hygJ1mlc Slt a good ,example to others Follow S!!aff d,rections lBs sun-safe Leave a,ea dean Return,any college equlpmnt 1.1M up al l!he tuckshp lBs pad! lnt 111tien wa Ing In Ene Uslen for l!tie b!!ll and m01111 lo c:lass sl!alght fl!WY 	<ul style="list-style-type: none"> Go IO atlocaled area for your PastCfal Care!Year/Ho1Jse g oup Parllalpate In ,mients Follow dlr11ellons f,cf rituals C@l@bratt l!h,e ach v m ent ,of 'l'0lJrself and olti@rs Try new act!JJaies fryour bl!SI

APPENDIX B – BEHAVIOUR DEFINITIONS (MINOR)

Descriptor	Definition	Example
Inappropriate Verbal Language	Student engages in low intensity instance of inappropriate language	Calling someone an “idiot”, swearing when kicking their toe
Physical Contact	Student engages in non-serious but inappropriate or unwarranted contact	Pushing in the tuckshop line, horseplay/rough housing
Disrespect/non-compliance	Student engages in brief or low level intensity failure to respond to reasonable staff requests	Saying “No”, “Not going to do it”, “I don’t want to do that”.
Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to peers in class, making noises
Uniform Violation	Student wears clothing, jewellery, hair style that is not within the school’s uniform policy	Wrong socks, no tie, second pair of earrings
Technology Violation	Student engages in minor but inappropriate use of mobile phone, laptop, camera etc.	Texting/using mobile in class. Being off task on laptop in class
Property Misuse	Student engages with low intensity misuse of property	Using a laptop to take photos, drawing on whiteboard without permission
Late	Students arrive late to class/school	Tardy or late to class
Out of Bounds	Students in area within school but outside designated boundaries at that particular time	Student goes into a classroom unsupervised in break time.
Lying/Cheating	Student engages in “White Lies” or provides misinformation purposely	“I didn’t do it”, “It wasn’t me”
Teasing	Isolated inappropriate or unkind remarks	Laughing when someone falls or gets something wrong
Sexual Behaviour	Sexual behaviours that are normal, age appropriate, spontaneous, mutual, light-hearted and easily diverted	Green light behaviours Sexually based humour that is amongst peers and not directed at anyone or group in particular
Incomplete Tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Student does not submit set homework. Class work is not completed through lack of effort to do so

BEHAVIOUR DEFINITIONS (MAJOR)

Descriptor	Definition	Example
Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress, coerce or cause fear	Swearing, intimidating stance, body language or tone. Language directed to hurt, show disrespect or frighten
Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur, that is directed towards another and intended to harm, distress, coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching, spitting.
Bullying/Harassment	<p>Behaviours that target an individual or group due a particular characteristic; that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour.</p> <p>Bullying involves the misuse of power by an individual or group towards one of more person</p>	<p>Bullying may include but is not limited to;</p> <p>Physical – hitting, kicking, any form of violence</p> <p>Verbal – name calling, sarcasm, spreading rumours, persistent teasing, intimidation</p> <p>Emotional – excluding, tormenting, ridiculing, humiliating, intimidating</p> <p>Racial – taunts, graffiti, gestures, intimidation</p> <p>Sexual – unwanted physical contact, abusive comments, intimidation</p> <p>Cyber – prank calling, sending insulting text messages, publishing private information, creating hate sites or implementing social exclusion campaigns in social networking sites.</p>

Descriptor	Definitions	Example
Defiance/non-compliance	Failure or refusal to comply or obey reasonable directions, a resistance to authority	Refusing a reasonable request of a teacher or a supervisor, talking back in an angry or rude manner to staff, ignoring/walking away from staff, running away
Disruption	Persistent behaviour causing an interruption in a class or an activity/event	Sustained loud talking, yelling or screaming; repetitive noise with materials, sustained out of seat behaviour
Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a laptop, graffiti on buildings/furnishings, purposely breaking doors, walls, windows, projector screens, artworks, trophies honour boards. Arson
Truancy	Regular or persistent unexplained absences from school or class, where the reason provided is unsatisfactory	Student leaves school/class without permission or does not attend school/class without permission or valid explanation
Forgery/plagiarism	Student has signed another person's name. Submitting someone else's work as your own. Writing deliberately using the ideas, language and material of another without acknowledging the original source	Copy and pasting information into assignment work without referencing. Submitting the work of another student past or present. Signing a permission note as someone else.
Theft	Dishonestly appropriating the property of another person, with the intent to destroy or withhold permanently	Stealing from the tuckshop. Taking a school resource without permission. Stealing from the tuckshop. Stealing money or property from another student or staff member.
Technology Violation	Student engages in inappropriate use of school technology, mobile phones, cameras etc.	Accessing inappropriate websites, using another person's login details, uploading inappropriate material to social media

APPENDIX C:

CARMEL COLLEGE PB4L TEACHING GUIDE: TEACHING CARMEL COLLEGE EXPECTATIONS

Teaching school-wide expectations, rules and routines will help students to learn what is expected of them. Effective teaching can be done in a way that best fits the unique nature of your class. Some examples are below -

Effective Classroom Practices

Set classroom expectations and rules around the core values

- Have procedures and routines
- Encouraging appropriate behaviour
- Discouraging inappropriate behaviour
- Active supervision
- Multiple opportunities to respond
- Activity sequence and choice
- Task difficulty

Responding to Problem Behaviour

To effectively correct a social learning error staff should response in a way that is:

- Calm - using professional and composed voice tone and volume.
- Consistent - respond each time a social learning error takes place.
- Brief - short and concise response and disengage quickly.
- Immediate - respond within a short time after the social learning error takes place.
- Respectful - polite response free of sarcasm, given in private.
- Specific - identify the observable behaviour from our school-wide matrix that was violated.

Response strategies to minor problem behaviours should include:

- Prompt - with a visual or verbal cue signal the occurrence of the behaviour.
- Redirect - restate the matrix behaviour that is expected.
- Re-teach - tell, show, practice and acknowledge the expected behaviour.
- Provide choice - give the student options of behaviours to do next.
- Conference with the student - have a private conversation with the student to problem solve together to plan how the student can meet the expectations.

The goal is for staff to respond to minor problem behaviours quickly and efficiently in ways that get students back to learning.

ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT

By using the Essential Skills for Classroom Management, teachers establish order in their class and they respond flexibly to student management issues (Richmond c.2007).

The Essential Skills for Classroom Management comprise of:

1. Establishing expectations- to clearly articulate and demonstrate the boundaries of pro-social behaviour. Class covenants which include 3-5 explicit statements of agreed behaviours for the classroom are created at the beginning of the year. These covenants are shared with the whole school community in Term 1, at an assembly.
2. Giving instructions- to give clear direction about what to do. Verbal and non-verbal redirections- to redirect student behaviour using positive non-confrontational methods.
3. Waiting and scanning- to wait 5-10 seconds after giving an instruction, giving students time to process the direction.
4. Cueing and acknowledgment- to acknowledge students' on task behaviour with the intention of prompting another to follow suit.
5. Body language encouraging- to intentionally use your body language to encourage students to remain on task.
6. Descriptive encouraging- to encourage students to become more aware of their competence by commenting on their behaviour.
7. Selective attending- to intentionally give minimal attention to off-task behaviour
8. Redirection to the learning- prompt on task behaviour.
9. Giving choices- to respectfully confront the student who is disrupting others with the available choices and their natural consequences.
10. Following through- resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment.
11. Defusing- to provide an opportunity for people who have participated in, or witnessed, a potentially traumatic classroom or playground event to talk it through.

The Four Parts of Explicit Instruction and How to Use Them

Before planning for the lesson, a clear, specific learning intention needs to be identified.

In other words, what are students expected to do by the end of the lesson? This requires clear and explicit instruction to meet that intention. (An unclear objective can make it hard to model the skill and for students to know what to do.)

1. Model with clear explanations.

How: Explain or demonstrate the skill in the same way students will practice it. Use language that is clear, concise, and consistent. Focus on the most critical parts of the content you are teaching.

Why: Clear explanations take out the guesswork from learning. Plus, some students may need to see a model (or different models) several times. To decide if that's necessary, check for understanding by engaging students in completing a teacher lead example.

Planning Tips

- The skill chosen to teach matches the success criteria for the lesson.
- Have a clear, concise, and correct explanation of the skill in the lesson plan.
- Double-check that explanation includes all the steps.
- Plan for multiple examples (some that may be different from each other).
- Plan to model the examples in the same way students will practice it.
- Include a reminder to check for students' understanding after each example.

2. Verbalise the thinking process.

How: When modelling, it is powerful to do a think-aloud of the processes, steps thinking that occurs. For instance, when comparing fractions, the teacher might talk through how it is realised that the denominators aren't common. For example the teacher might say, "I notice these two denominators aren't the same. In *this* fraction, the denominator is a 5. But in *this* fraction, the denominator is a 6."

Why: Students who learn and think differently often don't know how to begin a task or what to do when they're stuck. Modelling self-talk can be particularly helpful for these students.

Planning Tips

- A script including steps and processes to verbalise thinking can be helpful. Having everything written out isn't necessary, but it's important to have the most important points planned out.
- Think of places where students might get stuck. Plan how verbalised working could assist through those tricky spots.

12. Provide opportunities to practice.

How: During guided practice, the teacher will work through several problems as a class and either **pre-correct** or correct errors as they occur. Guided practice is a teaching tool that can help to make sure every step is clear to students so that they are ready to work independently. If students haven't grasped the skill, further modelling or verbalising might be required.

Once students are successful with guided practice, independent practice can take place. This is when the skill or strategy becomes fluent. At this stage students need to focus on independent practice tasks that align with the skill modelled. Students should master the tasks during independent practice about 90 percent of the time.

After independent practice, do a cumulative review of both old and newly learned skills. The review will help students gain and retain automaticity with the skills.

Why: Students need to practice a skill for it to "stick" in their long-term memory. Guided and independent practice, as well as cumulative review, can help that process.

Planning Tips

- Give enough time for multiple opportunities to practice.
- For guided practice:
 - Plan for practice that students are likely to succeed with.
 - Script prompts and utilise flexibility in the moment to meet students' needs.
- For independent practice:
 - Review expectations and the resources students will use before beginning.
 - Design opportunities that students will be able to work on without support.
- Use multiple ways of getting student responses during practice to check for understanding. For instance:
 - Plan for verbal responses, like choral responses.
 - Plan for written responses, like "stop and jot" or writing a response on dry-erase boards.
 - Plan for physical responses, like **nonverbal signals** (fist-to-five or thumbs up/thumbs down).
- Cumulative review:
 - Identify the set of skills needed to meet the learning objective.
 - Plan ways to review previously taught skills.
 - Plan ways to review the newly acquired skills or information.
 - Keep the cumulative review brief and focused.

13. Give feedback.

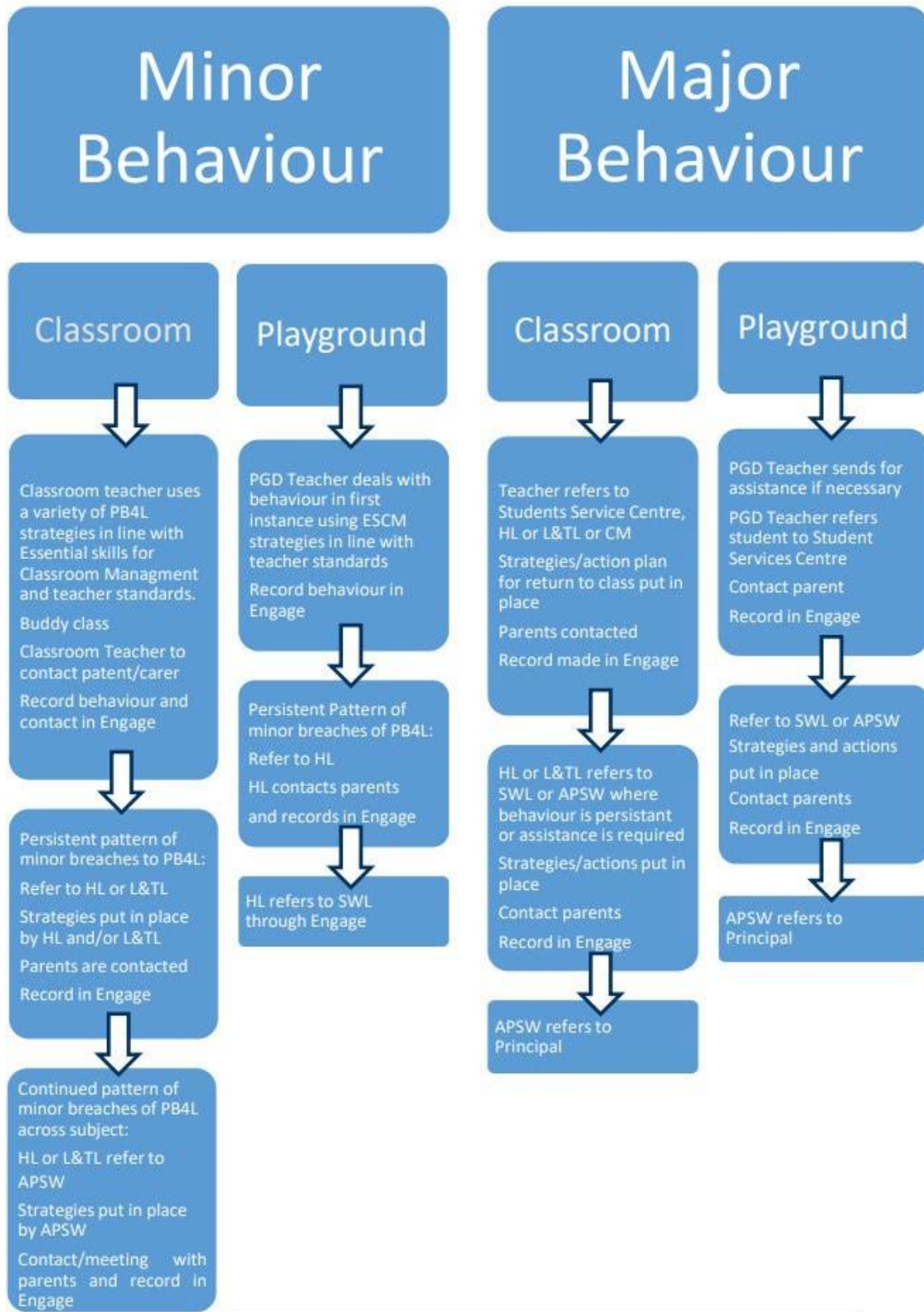
How: As students engage in guided and independent practice, it is imperative to give them immediate and actionable feedback.

Why: A quick response will guide students to success and will reduce the chance that they'll practice a skill or strategy with errors.

Planning Tips

- It is useful to plan times in the lesson for moving around the room to make informal observations of students.
- Attach a sheet of paper with students' names to diary or as a document on laptop. This enables note taking incidentally and constructively.
- Lessons should include time to deliver timely, specific feedback to each student.
- It is advantageous for student data from lesson observations be analysed at regular intervals to made decisions for further planning.

APPENDIX D – BEHAVIOUR RESPONSE FLOW CHART



APPENDIX E – ELABORATION OF TIER SUPPORTS

TIER 1

Universal support is the foundation for PB4L. The focus is on establishing a whole-school planned approach to wellbeing and strengthening the school learning culture.

Key features of universal support include:

- clear, shared expectations for behaviour that are explicitly taught for different school settings
- consistent positive feedback
- a range of strategies to respond to students who are not following the school's expectations
- continuous collection and use of data for decision making

Crucially all school staff provide universal supports for all students across all settings including classrooms and non-classroom areas such as corridors, canteen, oval, school gates and buses.

TIER 2

Some students may need additional support and instruction for their learning. Targeted interventions, support and instruction build upon what has been taught to students at the universal level. The focus of **Tier 2** is on staff intervening early to support their students.

Tier 2 provides additional support, instruction and feedback that will help students to effectively engage in learning. To achieve this the school establishes a process so that targeted supports are available to quickly respond to student need.

Key features include:

- increasing structure and predictability
- increasing opportunities for feedback
- monitoring the progress of students
- linking academic and behavioural performance
- increasing communication between home and school
- collecting and using of data for decision making

TIER 3

A few students may need more intensive support and instruction. These are most effective when the school also has universal and targeted support systems in place. The focus of **Tier 3** is on staff intervening early to support their students. **Tier 3** interventions are built upon the foundations of strong universal support, guided by HL, L&TL, SWL APSW or CM/GC.

Key features include:

- team based functional behavioural assessment
- personalised interventions that focus on prevention
- intensive instruction and support to reduce the frequency of behaviour
- strategies for enhancing specific feedback
- the effective use of consequences
- use of data for decision making

APPENDIX F – TIER TWO SUPPORT PLAN

Student Support Plan

Student:

House & Year Level:

Commencement Date:

Review Date:

Overview of Wellbeing or Behavioural Concerns		
Overview of Learning and Engagement Concerns		
Focus Behaviour or Wellbeing Issue	Teacher Support Strategies:	Response:
Focus Learning Issue	Teacher Support Strategies:	Response:
Internal Support Contacts and Processes		

APPENDIX G – BEHAVIOUR SUPPORT CARD

VALUE	L1			L2			L3			L4			L5		
	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
PUNCTUALITY (Respect and Diligence)															
PREPAREDNESS (Diligence)															
WORK ETHIC (Diligence/Respect)															
RESPECTFUL INTERACTIONS (Positive Relationships/Respect)															
Teacher Signature:															
COMMENTS															
LESSON 1:															
LESSON 2:															
LESSON 3:															
LESSON 4:															
LESSON 5:															