



Whole School Engagement Support Plan

Good Counsel College, Innisfail

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Purpose

Good Counsel College is committed to providing a safe, inclusive and respectful learning environment for all students, staff, parents and visitors.

This Whole School Behaviour Support Plan describes the staff responsibilities and processes we use in our school to promote an effective research-based approach to developing and maintaining positive student behaviour.

Its purpose is to facilitate high levels of student engagement across the school, ensuring that successful learning outcomes are maximised and that our students are enabled to fully participate and experience success.

Consultation & Review Process

Good Counsel College has developed its policies and procedures in consultation with the school community.

A visioning process was undertaken in 2022 to ensure that the college mission, values and vision greater reflected the needs of our community.

Further collaboration occurred in 2025 by way of staff, student and parent SWOT analysis conversations, allowing the college to identify and update priorities, which included a streamlined, consistent student engagement framework. An updated draft of this plan will be provided to staff, students and the Parents & Friends Association for comment and review.

School Mission & Vision

Good Counsel College strives to provide an engaging, supportive and high-quality Catholic education in a safe learning environment, allowing all students to succeed and contribute to a better world.

Our vision reflects four key priorities:

- Catholic Identity
- Teaching, Learning & Wellbeing
- Community Identity
- Facilities, Staffing & Sustainability

Each of these improvement priorities is represented in our vision statement:

Good Counsel College is a contemporary Catholic learning community where every student is known and valued. We provide access to multiple pathways so that students are empowered to make meaningful life choices. They are engaged in learning that is relevant, collaborative, and future-focused. Staff, students, parents and carers make up a safe, supportive environment where everyone belongs, working together to achieve positive outcomes for all. We are a well-respected local college and proudly the school of choice in our community. Our college boasts growing enrolments, engaging and highly professional staff, diverse subject choices, and modern facilities to support the needs of the college community.



Our School Context

Good Counsel College is a Catholic secondary college in the Marist tradition, administered by Catholic Education Diocese of Cairns on behalf of the Most Rev. Joe Caddy AM, Bishop of Cairns. We are proudly part of the Mother of Good Counsel Parish in Innisfail, led by Parish Priest Fr Kerry Crowley.

We are committed to providing a Catholic education that is holistic in nature, paying attention to the academic, spiritual, physical, social and emotional growth and learning of all our students. Our facilities provide a modern and contemporary environment that allows us to provide a 21st century education. Our extensive use of communication and information technology (ICT) and our 1:1 laptop program provides the ideal platform for students to engage with their learning in a variety of ways that challenge and inspire them to reach their potential.

Our ATAR and NAPLAN results, along with our vocational outcomes are consistently the highest in the district and amongst the highest in the region. Our enrolment allows us to provide a broad curriculum that includes academic pathways for university-bound students, national accredited VET courses, trainee and apprenticeship pathways as well as learning support for students with learning disabilities. We also have a broad range of cultural, sporting and arts opportunities for students to become involved in

Our teaching and support staff work tirelessly to provide a positive learning environment so that all students have the opportunity to achieve their potential. They live out daily the Catholic ethos of faith, hope and love as they serve this learning community celebrating each student's gifts and seeking to prepare them for a world where they are valued and can make a positive contribution to society in their daily lives.

Section A: Our Student Engagement Support Systems

1. Our Beliefs About Student Behaviour

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.

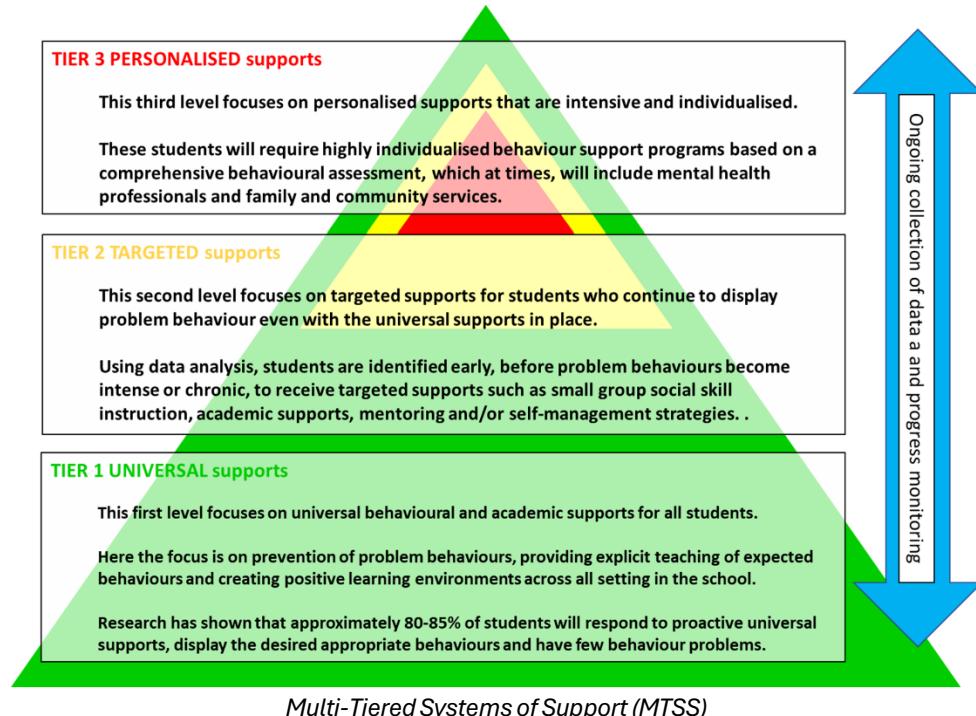
Recommended that this section (a) itemises a specific set of staff 'belief statements' regarding the factors that facilitate positive behaviour and (b) emphasises a clear line of sight with the school's Mission and Vision Statements articulated above.

At Good Counsel College, we believe:

- a) Behaviour/engagement is a learning process where positive learning behaviours are taught as part of the curriculum.
- b) There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.
- c) Students are always asked to do the best they can. The teacher's role is to teach and facilitate this behaviour.
- d) Respect, safety and active learning is central to everything we do.
- e) Students have the right to receive constructive feedback about their behaviour and learning.

2. Our Whole School Approach; a Multi-Tiered System of Support (MTSS)

A whole school approach provides a continuum of supports (Universal, Targeted and Personalised) that acknowledges that students will need differing levels of supports to be successful at school. MTSS-E is a framework that provides schools with the systems and processes to support students and improve student engagement outcomes.





3. Our Student Behaviour Support Team & Professional Learning for School Staff

Good Counsel College provides Learning and Wellbeing teams that work collaboratively to support student engagement and learning.

The Learning Team is led by the Deputy Principal and includes the following Learning Leaders:

- Arts & Technology
- English
- Health & Physical Education
- Humanities
- Mathematics
- Science

The Wellbeing Team is led by the Assistant Principal (Wellbeing) and includes the following Wellbeing Leaders:

- Year 7 Wellbeing
- Year 8 Wellbeing
- Year 9/10 Wellbeing
- Year 11/12 Wellbeing

To further support the diverse needs of our students, the following staff also offer support:

- College Counsellors
- Diverse Learning Leader
- Pathways Middle Leader
- Sports Coordinator

Levels of student engagement (behaviour) support can be found below:

- Tier 1 – Universal Management (classroom and home room teachers)
- Tier 2 – Middle Leaders (Learning & Wellbeing)
- Tier 3 – Principal & Assistant Principal (Wellbeing)

At Good Counsel College, all staff engage in regular professional learning to support the engagement of students. External providers also deliver professional development sessions to upskill staff in the management of students.



Section B: Our Student Behaviour Support Practices

1. Tier 1: Universal Supports

a) Clarity: Our Values and Expected Behaviours

Whole school values encourage consistent communication 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 values are rooted in the Marist tradition, and better known as the Five Marist Characteristics:

In the Way of Mary

- Marcellin knew that in a society that admired the wealthy and the selfish, Mary's life would stand as a sign that the powerless were God's chosen ones.
- We are committed to being open to the action and will of God, walking with the marginalised to create a more just world for all.

Family Spirit

- Marcellin drew on 'family life' to imagine what a good school and religious community could be. We are inspired to make that family spirit a reality.
- We treat each other as a loving family, ensuring our community is a supportive environment which fosters self-esteem and where all are valued.

Love of Work

- Marcellin shows us the importance of being ready to 'roll up our sleeves'. We follow his example in being generous and persevering in our daily work.
- We can engage in personal reflection and growth, and focus on enjoying collaboration, communication, being creative, and thinking critically.

Presence

- Marcellin wanted his followers to maintain a presence among young people and to show them what it was to live as a good Christian citizen.
- We can show others that we care for them personally, and commit to nurturing a sense of community through close and life-giving relationships.

Simplicity

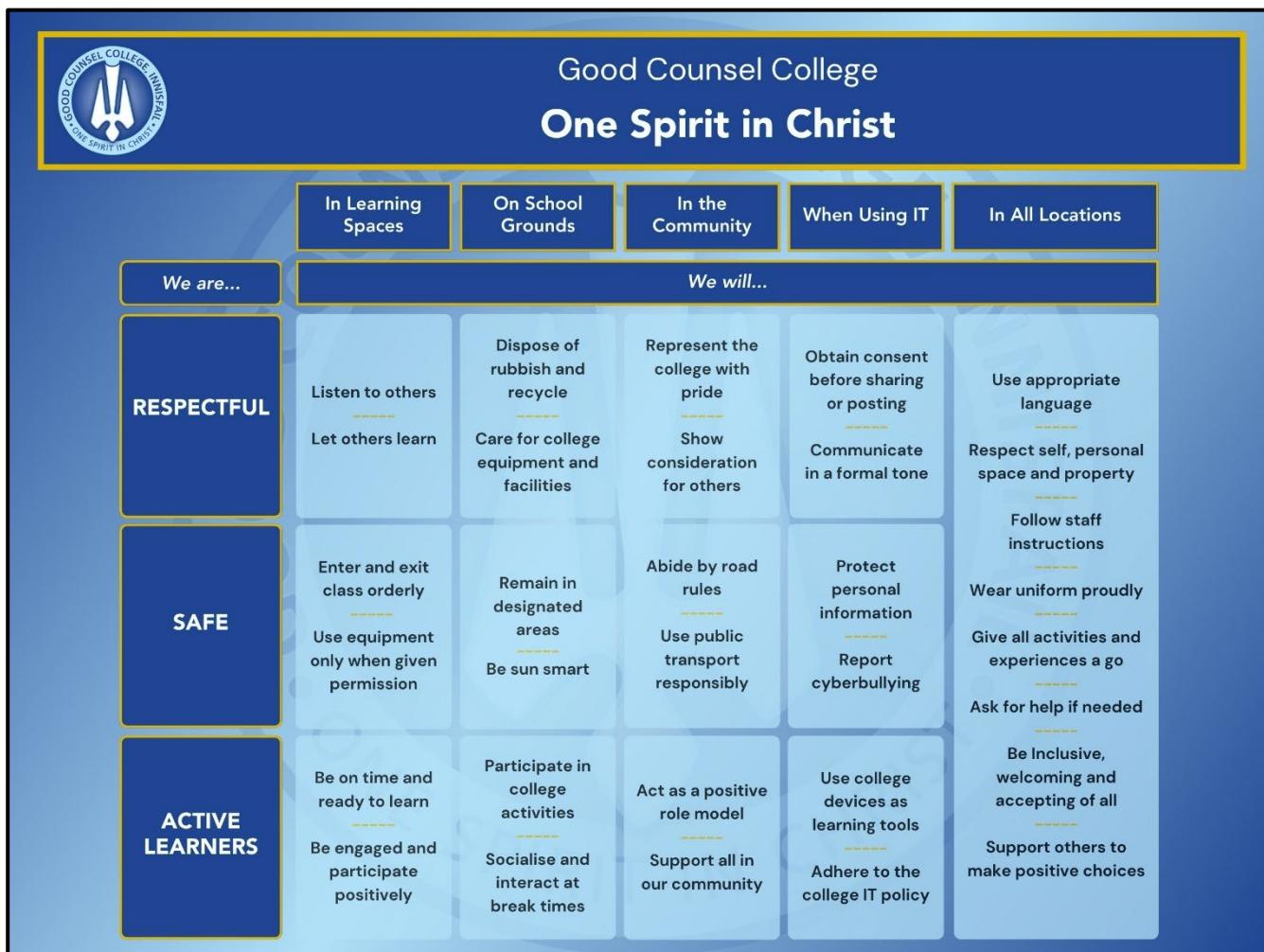
- Simplicity is a spiritual attitude, to be open and genuine before God. It is to hide nothing, and to have a direct and transparent relationship with God.
- Our relationships and contact with all those we meet remain genuine and straightforward, and we seek 'to do good quietly' (just like Mary).

While our values form the core of our college identity, our expectations matrix is based on three key behaviours that encapsulate the Marist Charism:

- Being respectful
- Being safe
- Being an active learner



Our college behaviour matrix is a visual tool that outlines these expectations and what they look like for students in a variety of college contexts. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school:



The Behaviour Matrix is a 3x5 grid. The columns represent different school contexts: In Learning Spaces, On School Grounds, In the Community, When Using IT, and In All Locations. The rows represent three core values: RESPECTFUL, SAFE, and ACTIVE LEARNERS. The matrix is titled 'Good Counsel College' and 'One Spirit in Christ'.

		Good Counsel College One Spirit in Christ				
		In Learning Spaces	On School Grounds	In the Community	When Using IT	In All Locations
We are...		We will...				
RESPECTFUL		Listen to others ----- Let others learn	Dispose of rubbish and recycle ----- Care for college equipment and facilities	Represent the college with pride ----- Show consideration for others	Obtain consent before sharing or posting ----- Communicate in a formal tone	Use appropriate language ----- Respect self, personal space and property ----- Follow staff instructions ----- Wear uniform proudly ----- Give all activities and experiences a go ----- Ask for help if needed ----- Be inclusive, welcoming and accepting of all ----- Support others to make positive choices
SAFE		Enter and exit class orderly ----- Use equipment only when given permission	Remain in designated areas ----- Be sun smart	Abide by road rules ----- Use public transport responsibly	Protect personal information ----- Report cyberbullying	
ACTIVE LEARNERS		Be on time and ready to learn ----- Be engaged and participate positively	Participate in college activities ----- Socialise and interact at break times	Act as a positive role model ----- Support all in our community	Use college devices as learning tools ----- Adhere to the college IT policy	

Please Note: A larger version is available in Appendix C.



b) Teaching Expected Behaviour

Effective instruction requires practice, feedback, re-teaching and encouragement. Instruction takes place each day, throughout the day, all year long.

Partnerships with parents and families will support the expected behaviour of their child in support of the College processes.

The direct teaching of behaviours that align with our values and expectations is conducted through a combination of the following:

- Daily home room lesson (house-based)
- Five-minute mindfulness/reflection opportunities at the start of period three and period five
- Weekly SEL (Social & Emotional Learning) and PD (Personal Development) lessons
- Value of the week focus – in all classes
- Weekly assemblies

c) Feedback: Acknowledging Expected Behaviours

Our school acknowledges students for demonstrating expected behaviours.

The acknowledgement strategies in place for our school and classroom include:

<i>School practices to encourage expected behaviours</i>	<i>In class practices to encourage expected behaviours</i>
<i>Merit Award System</i>	<i>Seven classroom routines</i>
<i>Marist Cup points (by college house)</i>	<i>Verbal praise</i>
<i>Attendance Awards & Prizes</i>	<i>Teacher merit awards</i>
<i>Value of the Week Awards (from 2026)</i>	<i>Positive emails/phone calls to parents/carers</i>

2. Tier 2: Targeted Supports

Targeted evidence-based interventions support students at risk of disengagement (social emotional, behavioural, cognitive) and may prevent the need for more intensive interventions.

Students are identified proactively, using but not limited to academic, behaviour and attendance data. Student progress and supports are monitored and reviewed.

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

- Short-intervention sessions: targeting friendship conflicts and mediation between peers as required
- Social Skills sessions: 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. College counsellors facilitate these groups.
- Check-In Check-Out: providing a daily progress report for any student requiring more practice with college-wide values and expectations. The system involves communication between parents, student, teachers and the college Wellbeing Team.
- Diverse Learners Team: emphasises planning and implementation of individualised support planning and monitoring of data



3. Tier 3: Personalised Supports

Personalised Supports are for students whose behaviour has not responded to Universal or Targeted supports:

- Student Progress reports, seeking feedback from teachers regarding a student's engagement and behaviour
- School Counsellor support services
- Partnerships with outside support agencies and specialists, including CEDC consultants
- Individual Behaviour Support Plan
- Student Wellbeing Support / Safety Plan
- Return to School Plan

a) Responding to Problem Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, 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.

When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students. When responding to problem behaviours, we have a Behaviour Response Continuum that enables staff to respond efficiently and effectively to both minor and major behaviours. Minor and Major behaviours are outlined in **Appendix F**.

Corrective Strategies in place for responding to problem behaviours at our school are:



Please Note: A larger version is available in Appendix D.



b) Disciplinary Consequences / Sanctions

Major behaviours or behaviours which have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will take into account the student's individual circumstances in alignment with relevant CEDC Policy and Procedure.

These additional sanctions comprise:

- Detention
- Withdrawal from college activities
- Withdrawal from subject (safety breaches)
- Withdrawal from college representations (sporting/cultural events)
- Suspension (internal/external)
- Exclusion

c) Bullying and Cyberbullying – Information, Prevention, and College Responses

In general, bullying may be defined as:

- Dominating or hurting someone;
- Unfair action by the perpetrator and an imbalance of power;
- A lack of adequate defence by the target and feelings of oppression and humiliation”.

The Queensland Schools Alliance Against Violence Working Together Toolkit (2010. P. 6-7) identifies five types of bullying:

1. Physical Bullying

When a person (or group of people) uses actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. Verbal Bullying

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. Covert Bullying

Such as lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. Psychological Bullying

Examples include threatening, manipulating or stalking someone.

5. Cyber Bullying

Using technology, such as email, mobile phones, chat rooms and social networking sites to bully verbally, socially or psychologically.

The following behaviours **do not** constitute bullying:

- 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, intimidation or violence



At Good Counsel College, bullying complaints are managed as follows:

1. Student Complaint Reported

Students may provide a confidential report (verbal, written, online) to one of the following:

- Leader of Wellbeing
- College Counsellor
- Assistant Principal – Wellbeing
- Trusted staff member

Such reports received may still be referred to the relevant Wellbeing Leader for their action. If this report identifies a staff member then this report is to be referred to the Principal.

2. Complaint investigated and written report prepared

Such investigations may include:

- contacting teachers
- interviewing other students
- involving IT
- contacting parents

3. Level of bullying evaluated

Any evaluation may include consultation with College Counsellor, College Leadership Team and other Wellbeing Leaders to conduct a risk assessment in terms of:

- severity – harm inflicted by, physical, verbal, relational, cyber or combination of these types, power differential;
- frequency – how often it occurs;
- pervasiveness – where and when it occurs;
- chronicity – duration of bullying behaviour

4. Intervention method determined

The relevant staff member involved listens to the student and then employs a combination of the following intervention methods:

(i) Mediation:

- Find a mutually acceptable way of resolving the problem
- Agree to a meeting facilitated by a third party to seek this solution

(ii) Restorative Practices:

- This practice involves getting the offender to reflect upon his/her unacceptable behaviour, experience a sense of remorse and act to restore a damaged relationship with both victim and the College community
- Its application may take place at a community conference attended by those involved in the bullying, plus significant others (e.g. parents).

(iii) Traditional Disciplinary Approach:

This approach seeks to prevent bullying of any form from continuing by imposing sanctions and punishment on the offender. These students will be monitored on a regular basis.



(iv) Strengthening the Victim

Students who are being targeted are trained to interact more effectively with the bully to become more assertive and less vulnerable

(v) The Support Group Method

- Bullies are confronted at a group meeting with evidence of the victim's distress
- Those present also include a number of students supportive of the victim
- Students are required to say what they will do to improve the situation for the victim (the victim is not present).

(vi) The Method of Shared Concern:

- This is a method that involves working with the suspected bullies in one-on-one meetings
- When progress is made, a meeting is held with the bullies as a group to plan how the problem may be resolved.
- The victim joins the meeting and an agreed solution is negotiated (this is most appropriate for group bullying)

5. Work pastorally with victim using the chosen method of intervention:

Implementing the chosen approach with all parties involved.

6. Work pastorally with perpetrator using the chosen method of intervention:

Implementing the chosen approach with all parties involved.

7. Ongoing consultation and review:

If not resolved, the steps used will be reviewed.

Please Note - the order of these steps may vary depending on the circumstances.

Proactive, preventative strategies to address bullying include:

- Targeted lessons in SEL/PD
- Yearly 'attitudes to bullying' survey conducted by college counsellors
- Regular year-based workshops and presentations (Dolly's Dream; eSafety)
- National Week of Action Against Bullying & Violence
- Wellbeing Week

d) Student Safety

The safety and wellbeing of all students is at the forefront of any decision making. Where necessary our school will implement strategies to ensure the school community's safety and wellbeing.

Strategies include:

- Access to school counselling
- Pastoral support
- Risk assessment and safety planning

Section C: Our Student Behaviour Support Data

Data Informed Decision Making

The CEDC Engage Student Support System is the database all CEDC 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 and responses 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.

Where appropriate, classroom teachers will log incidents of behaviour that do not reflect the college expectations.

The College Wellbeing Team is responsible for the monitoring and tracking of these incidents to identify any patterns or concerns with individual student or cohort-wide data.

Members of the Wellbeing Team meet fortnightly with the Assistant Principal – Wellbeing to discuss these patterns and concerns to inform further follow-up.

The Assistant Principal – Wellbeing also presents this data at weekly Diverse Learners Team meetings.





Relevant Catholic Education Diocese of Cairns Policies

- CEDC Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Inclusion policy
- Student Behaviour Support policy

Relevant Legislation that informs CEDC Policies

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)

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Appendix A: Good Counsel College Graduate Outcomes

Graduate OUTCOMES

GOOD COUNSEL COLLEGE
STRIVES TO NURTURE GRADUATES WHO WILL:

- Value diversity by showing respect for, tolerance and understanding of others
- Live with integrity guided by Gospel values
- Show kindness and compassion in their relationships and actions
- Face life's challenges with confidence, courage, and resilience
- Nurture their spirituality and take responsibility for their ongoing faith journey
- Demonstrate a generosity of spirit and be present for others in need
- Find belonging and purpose, living meaningful lives grounded in service and community





Appendix B: Good Counsel College Classroom Routines



Good Counsel College Classroom Routines

#1

We line up quietly outside the classroom in two rows

#2

Our teacher greets us at the start and end of every lesson

#3

Our teacher displays or explains the learning intentions and success criteria at the start of every lesson

#4

Our laptops will remain closed until we are directed by our teacher to open them

#5

We will address staff directly and indirectly using formal register (e.g. Mrs., Mr., Sir)

#6

We will check the classroom (floor, desks, rubbish) at the start and end of the lesson

#7

We will remain engaged in our learning until our teacher gives instructions for class dismissal



Appendix C: Student Expected Behaviours Matrix

Good Counsel College One Spirit in Christ					
		We are...			
		We will...			
ACTIVE LEARNERS		In Learning Spaces		On School Grounds	
SAFE		In the Community		When Using IT	
RESPECTFUL		In All Locations			
Be on time and ready to learn		Listen to others		Dispose of rubbish and recycle	
Let others learn		Represent the college with pride		Obtain consent before sharing or posting	
Care for college equipment and facilities		Show consideration for others		Use appropriate language	
Enter and exit class orderly		Communicate in a formal tone		Respect self, personal space and property	
Use equipment only when given permission		Abide by road rules		Follow staff instructions	
Be sun smart		Protect personal information		Wear uniform proudly	
Participate in college activities		Use public transport responsibly		Give all activities and experiences a go	
Socialise and interact at break times		Report cyberbullying		Ask for help if needed	
Be engaged and participate positively		Be inclusive, welcoming and accepting of all		Be Inclusive, welcoming and accepting of all	
		Support all in our community		Support others to make positive choices	
		Adhere to the college IT policy			



Appendix D: College Responses to Behaviour

GOOD COUNSEL COLLEGE RESPONSES TO BEHAVIOUR	
CONSISTENCY RESPECT RESPONSIBILITY	
Examples of Behaviour	Expected Procedure/Guideline
<ul style="list-style-type: none">Repeated Tier 2 behavioursPhysical aggressionVerbal aggression (targeted - at staff)Drug use or possession (includes smoking, vaping and alcohol)Vandalism (serious damage to college property)Truancy (from school – off-campus)Weapons use or possession	<p>Tier 3 Principal AP - Wellbeing</p> <ul style="list-style-type: none">Suspension (internal/external)Withdrawal from classAPW / Principal to contact ParentParent meetingRestorative practiceRestitution (vandalism repairs)Behaviour Improvement PlanIndividual Behaviour Support PlanAPW to log incident on Engage
<ul style="list-style-type: none">Repeated Tier 1 behaviours (throughout a lesson or series of lessons)Inappropriate verbal language (targeted – at student)Plagiarism / Cheating / ForgeryTechnology violation (intent to cause harm to others)Truancy (from class – on-campus)Bullying (repeated, targeted acts towards other student/s)Property misuse (workshop/lab safety breach)	<p>Tier 2 Middle Leader</p> <ul style="list-style-type: none">Withdrawal from class (ring 35326 only)Restorative practiceMiddle Leader to contact parent (for repeated behaviours, teacher should have previously contacted parent)Parent meetingStudent Engagement Support CardCheck In Check Out (CICO)Teacher to log incident on Engage
<ul style="list-style-type: none">Disruption / Disrespect / Non-complianceInappropriate verbal language (indirect)Physical contact (non-serious but inappropriate)Late to classTask avoidance (in class)Non-completion of tasks (homework/assignments)Out of boundsTeasing (isolated comment/s)Tech violation (mobile; laptop – gaming/social media)Property misuse (litter, gum, deodorant)Uniform violation	<p>Tier 1 All Staff</p> <ul style="list-style-type: none">Universal classroom management – ESCMRefer to expectations and flowchart in classConsistent application across all subjectsTeacher-managed consequence (e.g. lunch detention; confiscation of item)Teacher to contact parentTeacher to log incident on EngageWellbeing Leader intervention not required

Please Note – ‘Examples of Behaviour’ reflect behaviours that can be selected when entering an incident on Engage



Appendix E: Our Commitments and Expectations

Aligned with our school values, our commitment to teaching students how to be respectful, safe and active learners, the table below explains how we apply the same standards to ourselves, and our expectations for parents visiting our school, talking with their children about school, or supporting the successful engagement of their child with their educational program.

	What you can expect from us	What we expect of you
Be Safe	<i>We will create a safe, supportive and inclusive environment for every student.</i>	<i>You ensure your child interacts with and participates in their scheduled educational program (online / telephone / face to face) and notify the school promptly of any absences or changes in contact details.</i>
	<i>We will maintain confidentiality about information relating to your child and family</i>	<i>You respect the obligation of staff to maintain student and family privacy.</i>
	<i>We will act quickly to address social media issues that affect staff, students or families</i>	<i>You respect school, student and staff privacy in your online communications.</i>
	<i>We will work to quickly address any complaints or concerns about the behaviour of staff, students or other parents.</i>	<i>You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.</i>
Be Respectful	<i>We will ensure positive behaviours are role modelled, and will be clear about our learning and behavioural expectations, including providing regular feedback about your child's progress.</i>	<i>We will ensure positive behaviours are role modelled and will be clear about our learning and behavioural expectations, including providing regular feedback about your child's progress.</i>
	<i>We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.</i>	<i>You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.</i>
Be an Active Learner	<i>We will welcome you as partners in the learning process</i>	<i>You work collaboratively with us to ensure quality outcomes for our students.</i>
	<i>We will share relevant information with you about your child's learning, and their social and behavioural progress at school.</i>	<i>To share relevant information about your child's learning, social and behavioural needs with school staff.</i>
	<i>We will provide a suitable learning environment for students.</i>	<i>You provide a suitable study environment at home.</i>



Appendix F: Behaviour Definitions

MINOR BEHAVIOURS			
	Descriptor	Definition	Example
1	Inappropriate Verbal Language	<i>Student engages in low intensity instance of inappropriate language</i>	<i>Calling someone an “idiot”, swearing if they kick their toe</i>
2	Physical contact	<i>Student engages in non-serious, but inappropriate contact</i>	<i>Pushing in the tuckshop line, horseplay</i>
3	Disrespect/Non-compliance	<i>Student engages in brief or low intensity failure to respond to reasonable adult requests</i>	<i>Saying “No”, “Not going to do it”, “I don’t want to do that”</i>
4	Disruption	<i>Student engages in low intensity, but inappropriate disruption</i>	<i>Calling out, talking to peers in class</i>
5	Uniform Violation – Minor	<i>Students wears clothing that is near but not within the school’s dress code</i>	<i>Wrong socks, wrong shorts for sport</i>
6	Technology Violation – Minor	<i>Student engages in non- serious but inappropriate (as defined by the school) use of mobile phone, headphones and/or computer</i>	<i>Making a mobile phone call in breach of school’s policy</i>
7	Property Misuse	<i>Student engages in low intensity misuse of property</i>	<i>Using equipment contrary to its design or purpose</i>
8	Late	<i>Students arrive late to class</i>	<i>Tardy or late to class not late to school as this is often beyond the control of a primary school student</i>
9	Out of Bounds	<i>Student is in an area within the school grounds that has been designated “off limits” at that particular time</i>	
10	Lying/Cheating	<i>Student engages in “White Lies”</i>	<i>“I came first”, “It wasn’t me!”, “I didn’t do it”</i>
11	Teasing	<i>Isolated inappropriate comments (ongoing teasing would fit under Bullying)</i>	<i>Laughing at someone’s misfortune</i>
12	Sexual Behaviour	<i>Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.</i>	<i>Green light behaviours</i>
13	Incomplete Tasks	<i>Student has failed to complete a set piece of work in a clearly specified time frame</i>	<i>Has difficulty starting learning task, continuing on task or completing learning tasks</i>



MAJOR BEHAVIOURS

	Descriptor	Definition	Example
1	<i>Verbal Aggression</i>	<i>Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear</i>	<i>Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice</i>
2	<i>Physical Aggression</i>	<i>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</i>	<i>Hitting, punching, hitting with an object, kicking, pulling hair, scratching</i>
3	<i>Bullying/ Harassment</i>	<i>Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves the misuse of power by an individual or group towards one or more persons</i>	<i>Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation. Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites. Can also include 'flaming' and online hate sites/bash boards</i>
4	<i>Defiance/ Non-compliance</i>	<i>Failure or refusal to comply or obey directions, a resistance to authority</i>	<i>Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away</i>
5	<i>Disruption</i>	<i>Persistent behaviour causing an interruption in a class or an activity</i>	<i>Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour</i>
6	<i>Dress Code Violation</i>	<i>Student wears clothing that does not fit within the dress code of the school</i>	<i>"Gang" undershirts, offensive T-shirts, steel capped shoes.</i>
7	<i>Vandalism/ Property Damage</i>	<i>Student participates in an activity that results in substantial destruction or disfigurement of property</i>	<i>Throwing a computer, graffiti of school buildings, arson</i>
8	<i>Truancy</i>	<i>Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory</i>	<i>Students leaves class/school without permission or stays out of class/school without permission</i>



MAJOR BEHAVIOURS

	Descriptor	Definition	Example
9	<i>Theft</i>	<i>Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it</i>	<i>Stealing school or personal property</i>
10	<i>Forgery/ Plagiarism</i>	<i>Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.</i>	<i>Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.</i>
11	<i>Technology Violation</i>	<i>Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer</i>	<i>Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)</i>
12	<i>Drug-use or Possession</i>	<i>Student in possession of/using illegal drugs/substances or imitations or using prescription drugs contrary to doctor's directions</i>	<i>Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment</i>
13	<i>Weapons Use or Possession</i>	<i>A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm</i>	<i>Knife, toy gun, gun</i>
14	<i>Combustibles Use or Possession</i>	<i>Student in possession of substances/objects readily capable of causing bodily harm and/or property damage</i>	<i>Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid</i>
15	<i>Bomb Threat/False Alarm</i>	<i>Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school</i>	<i>The intent is one of a "prank" to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat.</i>
16	<i>Concerning Sexual Behaviour</i>	<i>Orange behaviours – Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability</i> <i>Red behaviours – Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading</i>	<i>Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public</i> <i>Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.</i>
17	<i>eCrimes/Cyber exploitation</i>	<i>Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another</i>	<i>Stealing someone's identity and impersonating them online, sending sexually explicit images</i>
18	<i>Academic Disengagement</i>	<i>Student does not complete and/or submit summative assessment pieces or avoids exams</i>	<i>Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time</i>