

St Augustine's School, Mossman



Whole School Behaviour Support Plan Draft

EFFECTIVE DATE: 25 July 2024

FULL REVIEW DATE: 25 July 2027

Purpose

St Augustine's School 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 participate fully and experience success.

School Mission and Vision

Through the living spirit of Christ, St Augustine's School delivers excellence in education for every student. Our purpose is to realise this mission in an environment that fosters effective and active communication, trust and mutual respect between staff, students, families, parish members and members of the wider community.

Being a Catholic school, spiritual development is highly valued. Our school offers a faith-filled and values-based education. Our aim is for our students to be offered a strong foundation to build a life of worth, not merely a life of work. Students in our school are offered opportunities in mission and justice, moral and spiritual growth, and faith formation.

We honour the sacred dignity of each person appreciating difference and diversity.

Our School Context

St Augustine's School is located at 24 Grogan St, Mossman, close to the heart of town. Mossman is the region's sugar capital, and is a picturesque little town located within the Douglas Shire.

St Augustine's is the only non-government school in the Douglas Shire, thereby offering parents an alternative to a state school education. Students from St Augustine's School travel from Port Douglas, Mowbray, Wonga, Shannonvale, Finlayvale and Mossman's surrounding districts to attend the school. Our school is known for being inclusive and welcoming to all.

St Augustine's School has a focus on mental health and emotional wellbeing. As a whole school, we begin each day with prayer and kichido practice. Kichido is a practice where a breathing and movement pattern is performed in unison. The practice is designed to develop and increase beneficial impacts of our positive emotions.

Seven classes are offered from Prep to Year 6.

Consultation and Review Process

St Augustine's School is in the process of developing this plan in consultation with the school community. Consultation will occur through staff meetings, meetings with the Parents and Friends Committee, our Multi-tiered Systems of Support - Engagement (MTSS-E) team, and distribution of the draft plan for comment and review.

SECTION A: Our Student Behaviour 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.

At St Augustine's School, we believe:

1. Behaviour is a learning process where positive learning behaviours are taught as part of the curriculum.
2. There must be a warm, disciplined, safe, and supportive classroom environment where students and teachers develop positive relationships.
3. Students are always asked to do the best they can. The teacher's role is to teach and facilitate this behaviour.
4. Respect, safety and learning is central to everything we do.
5. 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.

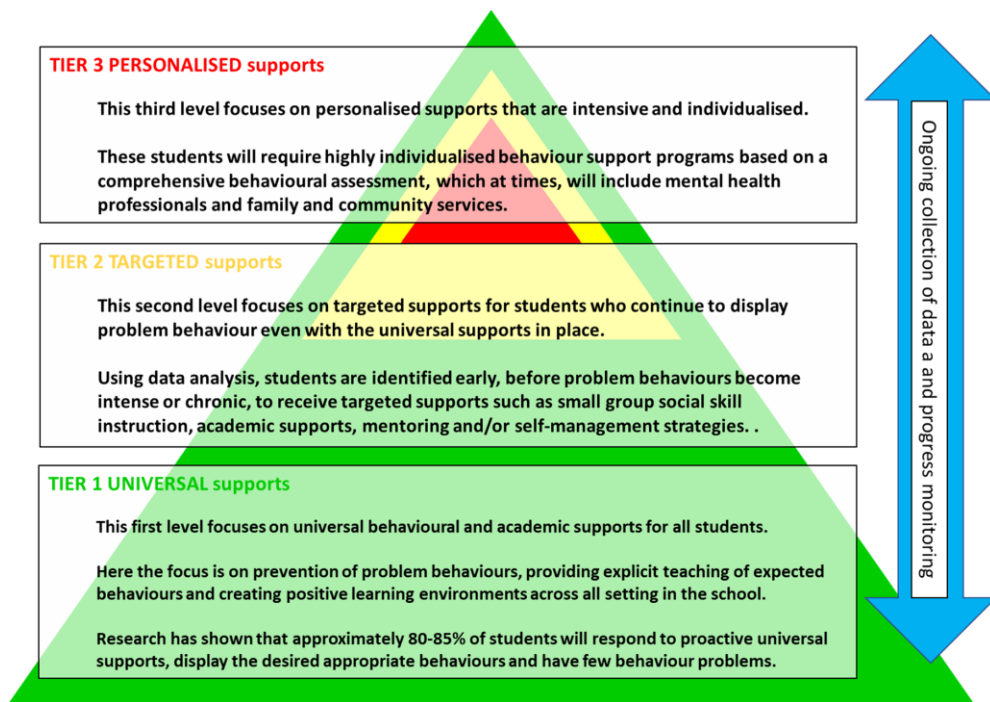


Diagram 1: Multi-Tiered Systems of Support (MTSS)

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

As St Augustine’s School is a small school, it is the expectation that every staff member is actively involved in the responsibility of addressing student behaviour, engagement and wellbeing. All staff members were involved in professional learning around the implementation of MTSS-E. Every decision based on the creation of our school values and Whole School Behaviour Support Plan were collaboratively decided on by all members of the school community (staff, students, parents, parishioners, past parents and parish priest).

SECTION B: Our Student Behaviour Support Practices

Tier 1: Universal Supports

1. 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:

- Be an active learner
- Be honest
- Be respectful

Our school behaviour matrix 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.



Teaching Expected Behaviour

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

The direct teaching of social behaviours that are congruent with our values is conducted through a combination of the following:

1. Time built into the first weeks of schools and increased later in the year
2. Assemblies followed by group practice
3. New student orientation when needed
4. Student leaders support younger peers
5. Use of a bank of teaching resources for staff in form of posters, videos, social stories and Powerpoint presentations.

2. Feedback: Acknowledging Expected Behaviours

Our school acknowledges students for demonstrating expected behaviours. The acknowledgement strategies in place for our school and classrooms include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
Student of the Week award	Sticker rewards
Principal reward and acknowledgement	Prize box pick
School social media display	Verbally praise specific behaviours
Verbally praise specific behaviours	Free choice activity
School assembly reinforcement of values	End of term reward (class party, game, movie)

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:

- Targeted School-Officer support
- Targeted School Counsellor Support services
- Intervention programs
- Wellbeing programs
- Lunchtime Clubs eg Chess Club

Tier 3: Personalised Supports

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

Personalised supports currently on offer at the school include:

- Collaborative problem solving with student
- Diverse Learners Team (DLT) process, including key stakeholders and regular meeting/review cycle
- Individualised goal setting and adapted timetables
- Increased input from specialists (CES and external providers)
- Review of either existing support plans or development of individualised behaviour support plans
- Pro-active, Collaborative Problem-Solving process
- School Counsellor support services
- Care Team - planning and implementation of individualised support plans and monitoring data
- Partnerships with outside support agencies and specialists

3. Responding to Problem Behaviours

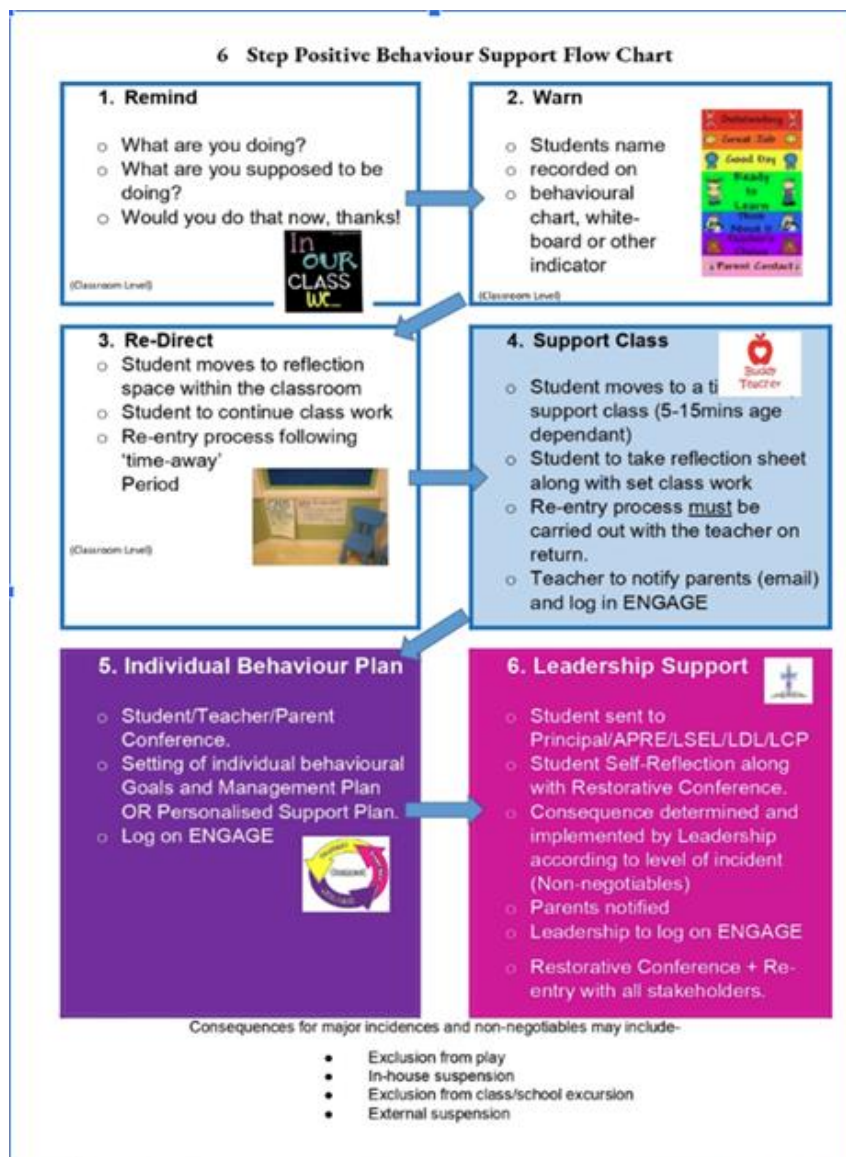
Even with our positive approach to teaching and supporting expected behaviours for learning, student behaviour will still occur. For some students, they do not know how to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times.

When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

When responding to problem behaviours, our Behaviour Response Continuum enables staff to respond efficiently and effectively to both minor and major behaviours.

Minor and Major behaviours are outlined in Appendix B.

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



4. 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 CES Policy and Procedure.

These additional sanctions comprise:

- Detention
- Suspension
- Exclusion

5. Bullying and Cyberbullying – Information, Prevention, and School Responses

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.

At St Augustine's School, we implement a range of programs that educate students around the topic of bullying and cyberbullying. These programs outline anti-bullying and cyberbullying proactive, and preventative strategies.

As part of our mission to encourage self-discipline and ethical decision-making, our students are taught to behave in an ethical manner when using digital devices, whether school owned or student provided, to access resources, communicate and interact with others. Online behaviour should always demonstrate a Christ-centred respect for the dignity of each person. Therefore, it is never acceptable to use digital devices to harass, bully or humiliate others.

The school will investigate and take action where any kind of bullying occurs in school and outside of school when it either causes significant harm to the relationships between students and teachers, is criminal in nature or has the capacity to impact on relationships across the wider school community.

7. 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 CES Engage Student Support System is the database all CES 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.



Behaviour data plays a critical role in informing Diverse Learning Team meetings by providing objective, quantifiable insights into student behaviors and learning patterns. This data allows educators to identify specific areas where students may need additional support or intervention, ensuring that strategies are tailored to individual needs. By analysing trends and patterns in behaviour data, the team can develop targeted action plans, monitor progress, and make data-driven decisions that enhance student outcomes. Additionally, behaviour data helps in fostering a collaborative environment where teachers, school officers, and Leadership Team members can share observations, discuss effective practices, and align their efforts to create an inclusive and supportive learning environment for all students.

Relevant Cairns Catholic Education Policies

- CES 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 CCE 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 – Our commitments and expectations

Aligned with our school values, our commitment to teaching students how to be respectful and safe 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
<i>Be honest</i>	<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>
<i>Be respectful</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 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>
<i>Be an active learner</i>	<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 will ensure your child comes to school well rested and ready to learn.</i>

Appendix B - Behaviour Definitions

MINOR BEHAVIOURS			
	Descriptor	Definition	Example
1	Inappropriate Verbal Language	Student engages in low intensity instance of inappropriate language.	Calling someone an "idiot", swearing if they kick their toe.
2	Physical contact	Student engages in non- serious, but inappropriate contact.	Pushing in the tuckshop line, horseplay.
3	Disrespect/ Non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests.	Saying "No", "Not going to do it", "I don't want to do that".
4	Disruption	Student engages in low intensity, but inappropriate disruption.	Calling out, talking to peers in class.
5	Uniform Violation – Minor	Students wears clothing that is near but not within the school's dress code.	Wrong socks, wrong shorts for sport.
6	Technology Violation – Minor	Student engages in non- serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer.	Making a mobile phone call in breach of school's policy.
7	Property Misuse	Student engages in low intensity misuse of property.	Using equipment contrary to its design or purpose.
8	Late	Students arrive late to class.	Tardy or late to class not late to school as this is often beyond the control of a primary school student.
9	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time.	
10	Lying/Cheating	Student engages in "white lies".	"I came first", "It wasn't me!", "I didn't do it".
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying).	Laughing at someone's misfortune.
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation.	Green light behaviours.

13	Incomplete Tasks	Student has failed to complete a set piece of work in a clearly specified time frame.	Has difficulty starting learning task, continuing on task or completing learning tasks.
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MAJOR BEHAVIOURS			
	Descriptor	Definition	Example
1	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, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice.
2	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.
3	Bullying/ Harassment	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.	Bullying may include: <ul style="list-style-type: none"> • 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 behaviour 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.
4	Defiance/ Non-compliance	Failure or refusal to comply or obey directions, a resistance to authority.	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.

MAJOR BEHAVIOURS			
	Descriptor	Definition	Example
5	Disruption	Persistent behaviour causing an interruption in a class or an activity.	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour.
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school.	"Gang" undershirts, offensive T-shirts, steel capped shoes.
7	Vandalism/ Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property.	Throwing a computer, graffiti of school buildings, arson.
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory.	Students leaves class/school without permission or stays out of class/school without permission.
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it.	Stealing school or personal property.
10	Forgery/ Plagiarism	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.	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.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer.	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images).
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/ substances or imitations or is using prescription drugs contrary to their doctor's directions.	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment.
13	Weapons Use or Possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm.	Knife, toy gun, gun.

MAJOR BEHAVIOURS			
	Descriptor	Definition	Example
14	Combustibles Use or Possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage.	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid.
15	Bomb Threat/ False Alarm	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	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.
16	Concerning Sexual Behaviour	Orange behaviours: sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability. Red behaviours: sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading.	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others and/or in public Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another.	Stealing someone's identity and impersonating them online, sending sexually explicit images.
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams.	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time.

Detention Procedure at St Augustine's School