



# Cloncurry State School P-12

## **Responsible Behaviour Plan for Students** Based on *The Code of School Behaviour (2019-2021)* *Excellence in Education in the Outback.*

### 1. Purpose

At Cloncurry State School P-12, all students should have access to the best educational opportunities and outcomes possible. We strive to create a culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests. We communicate high expectations and successes to the whole school community through parades, newsletters, school website, word of mouth and social media opportunities.

Cloncurry State School P-12 is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high expectations and high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

### 2. Consultation and data review

Cloncurry State School P-12 developed this plan in collaboration with staff, students, parents and the wider school community in Term 4, 2019. Focussed analysis relating to attendance, absenteeism, behaviour incidents, including positive behaviours and school disciplinary absences formed the basis of the review.

The Principal, the PBL Team Leader and the President of the P&C have endorsed this plan, it will be reviewed in November 2021 as required in legislation.

### 3. Learning and behaviour statement

Our school-wide framework for managing behaviour is Positive Behaviour for Learning with an Intentionally Inviting focus.

Positive Behaviour for Learning (PBL) is a comprehensive, integrated whole-school approach based on the work of B.F. Skinner American psychologist and behaviourist. PBL is a process that supports school leadership teams to create positive learning environments that enable an opportunity for valuable social learning as a means of maximising the success of academic education programs.

Inviting Positive Classroom Discipline (Purkey&Strahan, 2002) originated in America and is endorsed by the National Middle Schools Association. Invitational Education is an offer in the prevention of common discipline problems while at the same time creating a culture that will lead to the improved student learning and teaching approaches. The 4 principles of Invitational Teaching are Respect, Trust, Optimism and Intentionality.

Our Responsible Behaviour Plan outlines our system for facilitating and rewarding positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clearly defined, assisting Cloncurry State School P-12 to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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

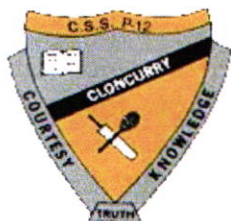
- Be a learner;
- Be safe;
- Be responsible; and
- Be respectful.

The Code of  
**School  
Behaviour**

Better Behaviour  
Better Learning



Queensland Government



Queensland Government

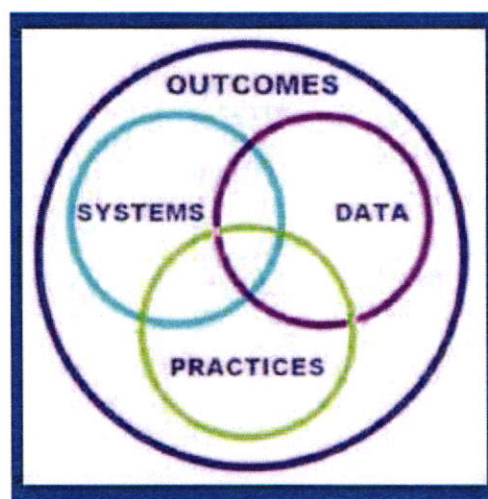
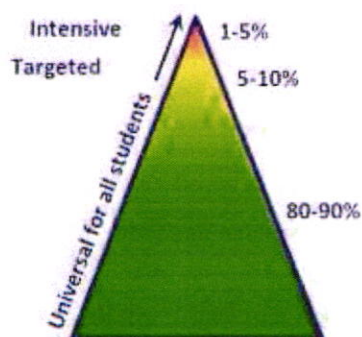


Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. Teachers have a School wide Expectations Teaching Matrix. (Appendix 1) and a Student Management and Wellbeing outline in the teacher handbook (Appendix 8).

#### 4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

At Cloncurry State School P-12, we believe:

- Learning is a life-long process;
- Learning occurs best within a supportive, stimulating and challenging environment which develops self-esteem, fosters a love of learning and recognises students individual needs and abilities; and
- Quality learning outcomes are enhanced when there is a shared responsibility for behaviour across the school community, which is promoted through clear communication processes.



#### Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Cloncurry State School P-12 we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of school wide behavioural expectations in specific settings has been attached to each of our four school rules, 'The Schoolwide Expectations Teaching Matrix.' (Appendix 1).

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by staff during classroom and non-classroom activities;
- School and classroom displays of rules and expectations;
- Rule referral when addressing inappropriate behaviour
- Reinforcement of learning across all school contexts;
- Modelling appropriate behaviour;
- School newsletter;
- School prospectus;
- Teacher handbook;