



GOOD SAMARITAN
CATHOLIC COLLEGE

JOURNEY WITH COMPASSION

Student Behaviour Support Plan

Rationale

Educational settings have a critical role to play in fostering positive and sustainable characteristics that enable students to achieve their best. Pastoral care and wellbeing in schools characterises relationships and supports processes and structures. Promoting pastoral care and wellbeing in schools means not only caring for children, young people and families but also staff and the community. Wellbeing and resilience processes also contribute to academic success, personal health, work satisfaction and career longevity.

Student Behaviour Support

Good Samaritan Catholic College values an inclusive approach to student support in a safe and welcoming environment that is grounded in our Catholic faith. The College, in consultation with the local community, develops, implements, reviews and monitors a Student Behaviour Support Plan, supported by Brisbane Catholic Education's Student Behaviour Support Policy, Positive Behaviour for Learning and the Student Behaviour Support Procedures and Regulations.

School Mission & Vision

Our Vision

Good Samaritan Catholic College is a faith filled learning community which aspires to growth in knowledge, love and service in the presence of God to create a better future.

Our Mission

In light of the Gospel, Good Samaritan Catholic College is a Christian community of lifelong learners committed to the values of excellence, integrity, justice and hope. We seek to serve the wider community, promote dignity and be active stewards of the environment.

At Good Samaritan Catholic College, our Vision and Mission is enlivened by:

- Inspiring a love of learning and celebrating achievement;
- Cultivating a connected community founded on the Benedictine tradition of hospitality;
- Celebrating our Catholic culture, inspired by the Parable of the Good Samaritan;
- Nurturing relationships, modelling love of neighbour;
- Embracing change and continuous improvement as a way of life.

Our Beliefs and Common Philosophy about Learning and Teaching

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

When articulating student engagement within the school, there are three pillars that define and provide us a framework for measurement:

- **Behavioural Engagement:** in the academic, social and co-curricular activities provided by the school.
- **Emotional Engagement:** evidenced by the students' emotional reactions in learning and in their sense of belonging and connectedness to the school.
- **Cognitive Engagement:** evidenced by student self-awareness, self-management and intrinsic motivation.

We are aware that many young people develop or face difficulties in their learning at school and at home. Therefore, it is imperative that we provide appropriate **universal**, sometimes **targeted**, and occasionally **intensive strategies** to help students *engage with their learning* and work to overcome such difficulties. Before we attempt to provide support, it is imperative we examine the evidence of individual student engagement across the pillars. Through using evidence, we best tailor to the needs of our students and have the best opportunity to improve the situation for individual students and can then measure success.

At Good Samaritan Catholic College we believe the following:

- Staff and students have the right to work and learn to their potential; free from disruption, abuse or threat in a safe and supportive Catholic learning community.
- Learning is a life-long process and *schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians* (Melbourne Declaration)
- Students need and want high standards for their behaviour. *Every day at school, students have the opportunities to learn and practise social skills and develop General Capabilities through the curriculum* (ACARA). Maintaining high expectations and restorative approaches is key.
- Efforts to support all students to become *successful learners, confident and creative individuals and active and informed citizens* (Melbourne Declaration) require ongoing teaching, encouragement and adjustments regardless of gender, age, abilities, religious and cultural backgrounds.
- Behaviour is learned, therefore responsible behaviour can be taught. Misbehaviour presents the student with an opportunity to learn, and the educator with an opportunity to teach (Sugai & Horner, 2002).
- Student behaviour support is a collaborative effort. In partnership with parents and carers, we are committed to each student's success.
- Personal safety for all is our priority and everyone has the right to feel safe.

Our Student Behaviour Support Systems

All Things PB4L

Positive Behaviour for Learning (PB4L) is about people, practices and processes. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4L strategy (Lewis, 2004).

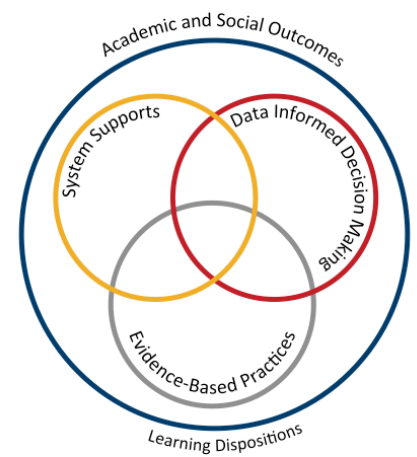
A universal set of expectations has been developed to reflect the Catholic identity of our school community and our beliefs about learning and behaviour. Particularly relevant Gospel values will be espoused and articulated within and throughout the College community. Through making these values visible, the College will demonstrate its commitment to being Christ-centred.



...children need to be taught to be considerate of the needs of others, becoming more mindful of their impact
(Dr Louise Porter).

PB4L Framework

PB4L is a framework for schools that uses 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 main focus areas is the explicit teaching of behaviours that help students access learning – academically and socially - at all stages of development throughout their education.



Continuum of Support and Key Features

An important component of PB4L is the adoption of a continuum of behavioural supports 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

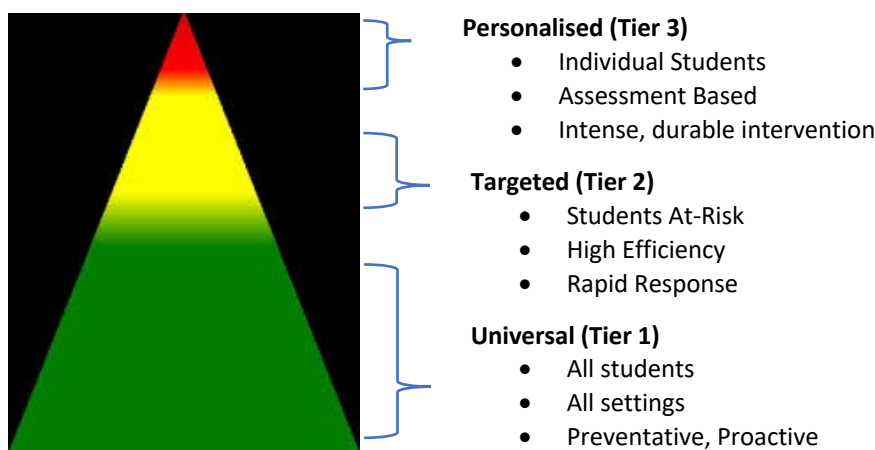
This second level focuses on Targeted supports for students who continue to display unproductive behaviour even with the Universal supports in place. Using data analysis, students are identified early, before these behaviours become intense or chronic, to receive Targeted supports such as small group 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.

Continuum of Supports

By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems.



Restorative Practice Approach

Clarity: Our Expectations

College-wide communications establish a common language for all around our **PATH** and **Engaged Behaviours matrix** to promote the College's Catholic identity and to provide consistency.

The Personal and Social Capability is one of the seven General Capabilities in the Australian Curriculum that outlines student developmental stages of self-awareness, self-management, social awareness and social management www.acara.edu.au.

Focus: Teaching engaged behaviours

Effective instruction, practice, feedback, re-teaching, and encouragement *each day, throughout the day and all year long*.

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

- Beginning of school year orientation days
- Pastoral care lessons, weekly and throughout the year
- New student orientation when needed
- Student leaders supporting younger peers

Personalised Supports at Good Samaritan Catholic College:

- Planning and implementation of individualised support plans and monitoring data
- Guidance Counsellor support services
- Partnerships with outside support agencies and specialists
- The Check In and Check Out (CICO)
- Rainbows Grief and Loss Program



	in our learning to:	with our peers to:	in our College community to:	in our wider community to:
P Persevere	<ul style="list-style-type: none">• keep on trying despite mistakes.• stay on task.• apply a growth mindset.	<ul style="list-style-type: none">• accept that friendships can have challenges.• apply conflict resolution skills.• forgive one another.	<ul style="list-style-type: none">• embrace change.• follow expectations.• have the ability to make better choices.	<ul style="list-style-type: none">• challenge injustices.• live our faith.
A Act	<ul style="list-style-type: none">• use technology responsibly.• be organised.• work with teachers who help us learn and keep us safe.	<ul style="list-style-type: none">• be safe in our actions and words.• develop positive and productive relationships.• take responsibility for our actions.	<ul style="list-style-type: none">• respect our property and the environment.• do the right thing even when no one is looking.• participate in religious and spiritual experiences.	<ul style="list-style-type: none">• wear the College uniform with pride.• use respectful words and actions.• prioritise the environment through recycling.
T Trust	<ul style="list-style-type: none">• arrive on time to class and school.• share ideas and listen.• allow all students to have the right to learn.	<ul style="list-style-type: none">• have a calm approach when conflicts occur.• be a good team mate.• respect one another's emotions.	<ul style="list-style-type: none">• seek support.• follow College expectations.• accept boundaries and rules exist to ensure safety.	<ul style="list-style-type: none">• learn about our local indigenous culture.• embrace diversity.• respect and acknowledge our indigenous connections.
H Hope	<ul style="list-style-type: none">• be open to new ways of thinking and doing.• achieve goals and seek feedback so we can flourish.	<ul style="list-style-type: none">• be open to new friendships.• be loyal.• encourage others.	<ul style="list-style-type: none">• be truthful and honest.• search for Christ in everyday experiences.• be grateful.	<ul style="list-style-type: none">• 'be neighbour' to all.• help the poor and marginalised.

RESTORATIVE QUESTIONS

When Things Go Wrong
What happened?
Who has been affected?
How can we fix it?

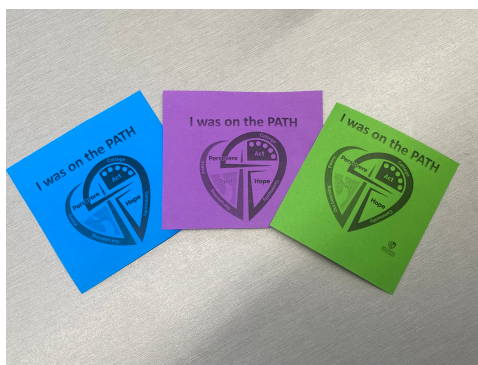
PATH Passport - Middle and Senior



STAFF:					
DATE:					
STAFF:					
DATE:					
STAFF:					
DATE:					
STAFF:					
DATE:					
STAFF:					
DATE:					

- 5 entries initiate a PATH Award - 25 entries initiate a Year Level Award

PATH Hearts – Junior Phase



PATH Heart Tickets

Teachers keep a 'special box' in their classroom for students to add the PATH Heart tickets to when they receive them for demonstrating positive behaviours linked to our PATH Matrix Attributes. Students write their names on the back of the ticket, as well as circle the attribute and area on the Matrix before placing it in the box. **For example: 'Persevere', in 'Our Learning'.** Teachers will bring these boxes to assembly each fortnight and one PATH Heart ticket will be drawn from each class box. Names drawn will receive a Zooper Dooper from the office at first break to acknowledge positive behaviours. Junior phase specialist lesson teachers will use these tickets as a positive reinforcement, and students will bring their tickets back to their class box. This is a collaborative and consistent 'universal reinforcement' system across classes and year levels in Junior phase.

Buddy Bench - aligns with PATH Engaged Behaviours matrix: *We are on the PATH when we HOPE with our peers to be open to new friendships.*



We are on the PATH when we...

P Persevere	<ul style="list-style-type: none"> In our learning to: <ul style="list-style-type: none"> keep on trying despite mistakes. stay on task. apply a growth mindset. with our peers to: <ul style="list-style-type: none"> know that friendships can have challenges. apologise and seek forgiveness. forgive one another. 	<ul style="list-style-type: none"> In our College community to: <ul style="list-style-type: none"> embrace change. follow expectations. have the ability to make better choices. 	<ul style="list-style-type: none"> In our wider community to: <ul style="list-style-type: none"> challenge injustice. live our faith.
A Act	<ul style="list-style-type: none"> In our learning to: <ul style="list-style-type: none"> use technology responsibly. be organised. work with teachers who help us learn and keep us safe. with our peers to: <ul style="list-style-type: none"> be safe in our actions and words. develop positive and productive relationships. take responsibility for our actions. 	<ul style="list-style-type: none"> In our College community to: <ul style="list-style-type: none"> respect our property and the environment. do the right thing even when no one is looking. participate in religious and spiritual experiences. 	<ul style="list-style-type: none"> In our wider community to: <ul style="list-style-type: none"> use the College uniform with pride. use respectful words and actions. protect the environment through recycling.
T Trust	<ul style="list-style-type: none"> In our learning to: <ul style="list-style-type: none"> share on time to class and school. share ideas and listen. allow all students to have the right to learn. with our peers to: <ul style="list-style-type: none"> seek support. follow College expectations. be a good team player. respect one another's emotions. 	<ul style="list-style-type: none"> In our College community to: <ul style="list-style-type: none"> follow College expectations. avoid bullying and hate. avoid to ensure safety. 	<ul style="list-style-type: none"> In our wider community to: <ul style="list-style-type: none"> learn about our local indigenous culture. embrace diversity. respect and acknowledge our indigenous connections.
H Hope	<ul style="list-style-type: none"> In our learning to: <ul style="list-style-type: none"> be open to new ways of thinking and doing. achieve goals and seek feedback so we can flourish. with our peers to: <ul style="list-style-type: none"> be open to new friendships. be kind. encourage others. 	<ul style="list-style-type: none"> In our College community to: <ul style="list-style-type: none"> be truthful and honest. search for Christ in everyday experiences. be grateful. 	<ul style="list-style-type: none"> In our wider community to: <ul style="list-style-type: none"> be neighbour to all. help the poor and marginalised.

www.goodshepherd.catholic.edu.au

Responding to Unproductive Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, unproductive student behaviour will still occur.

This continuum begins with clarity between Minor behaviours – those that can be managed by teachers, within the context of the classroom and non-classroom settings; and Major behaviours – those that are managed with the class teacher and leadership in partnership. The definitions of teacher managed behaviours (Minor) and teacher plus leadership managed behaviours (Major) are listed on ENGAGE.

UNIVERSAL SUPPORTS

TEACHER MANAGED

- Teach PATH expectations
- Positive student-teacher relationships
- Safe, supportive classroom environment
- Students engaged in learning
- Feedback given to students about academic, behaviour and social learning

RESPONSES TO MINOR BEHAVIOURS

TEACHER MANAGED

- Redirect behaviour
- Reminder of expectations
- Ignore, attend, praise
- Teach or reteach - academics or behaviour
- Supportive check in - conversation

REPEATED MINOR

- Be directive and provide a clear choice
- Problem solving conversation - use PS card
- Restorative practice conversation - use RP card
- Student, Parent, Teacher conversation



RESPONSES TO MAJOR BEHAVIOURS

TEACHER & LEADERSHIP MANAGED

- DE-ESCALATE
 - Contact Leadership
 - Safe place for student or others
- PROBLEM SOLVE
 - Student, Teacher, Leadership problem solving conversation
 - Student, Teacher, Leadership, Parent meeting
- RESTORATIVE
 - Student, Teacher, Leadership restorative practices conversation - use RP card

SUPPORTS FOR CONTINUING REPETITIVE UNPRODUCTIVE BEHAVIOURS

- Request for Support
- Tier 2 Targeted Supports
- Tier 3 Targeted Supports

Positive, support strategies for responding to unproductive behaviours under the three evidence-based approaches:

De-escalation	Problem-solving	Restorative
<i>Supervised time out in a safe space in the classroom</i>	<i>Teacher – student conversation</i>	<i>Student apology</i>
<i>Supervised time out in a safe space outside of the classroom</i>	<i>Work it out together plan – teacher and student</i>	<i>Student contributes back to the class or school community</i>
<i>Set limits</i>	<i>Teacher – student – parent meeting</i>	<i>Restorative conversation</i>
<i>Individual Crisis Support and Management Plan</i>	<i>Teacher – student – leadership conversation</i>	<i>Restorative conference</i>

Our Student Behaviour Support Data

Data Informed Decision Making

The **BCE Engage Support System** is the database all BCE schools are required to use to collect behavioural data for analysis and decision-making. The Engage 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 be recording Major incidents of Bullying, Weapons and Drugs and complete the accompanying record documentation in the system. Suspension records are also mandatory to complete in the database.

Student Behaviour Support (ENGAGE) database record:

The ENGAGE database system provides data for leaders to use in compiling a report and formulating a letter to parents/caregivers.

Check in, Check out (CICO) - The Behaviour Education Plan

Check-In, Check-Out (CICO), also is known as the Behaviour Education Program (BEP), is a Tier 2, group-oriented intervention, designed for students whose unproductive behaviours are firstly, unresponsive to Tier 1 practices and systems, secondly, do not require more immediate individualised interventions, and thirdly, are observed across multiple settings or contexts.

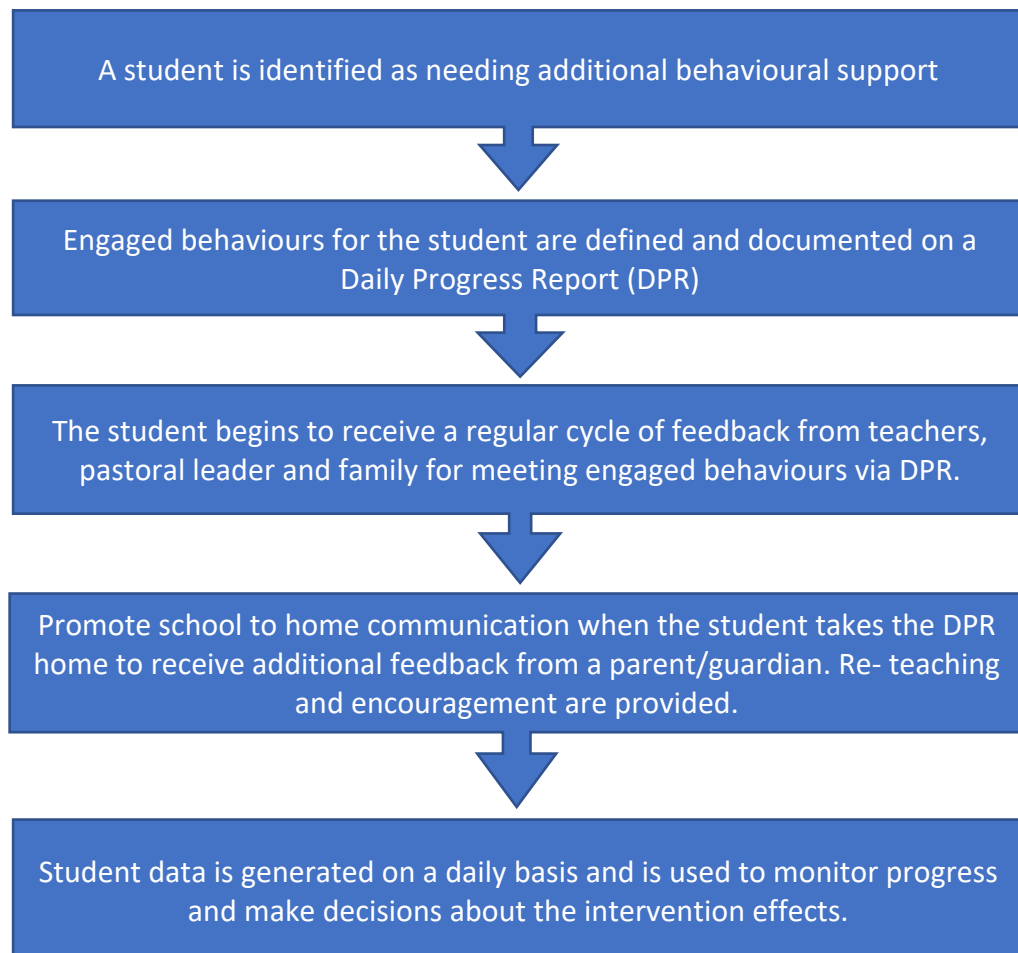
Table 1: Guidelines for defining indicators and criteria for enacting 'Check and Connect'

Indicator of Risk	Definition
Endemic Lateness	Arriving late either for school or for class frequently.
Truancy	Missing selected class periods within a day without an excused reason.
Absenteeism	Multiple full day's absence for excused or unexcused reasons. Days when the student is absent for out-of-school suspensions should be included here.
Behaviour referrals	Being sent to leadership for inappropriate behaviour

In-school suspension	A consequence for inappropriate major behaviours or endemic minor behaviours - the student spends the school day(s) in a separate area or classroom of the school building.
Out-of-school suspension	A consequence for inappropriate behaviours for which the student spends a defined number of school days at home. (The student is not allowed on school property for the suspension period.)
Not Tracking for Achievement	Earning too few credits to be on track to graduate in future

Daily Progress Report (DPR)

The Daily Progress Report (DPR) is a Tier 2, group-oriented intervention, designed for students whose unproductive behaviours are unresponsive to Tier 1 Universal approaches:



*Children need our compassion the most when they appear to deserve it the least
(Dr Louise Porter).*

PB minimum aim is 75%

This **Daily Progress Report (DPR)** is a targeted support as part of a Check In Check Out process (CICO). In negotiation with the Pastoral Leader, goals (up to 3) are agreed on and will be measured each lesson. The student will meet with the Pastoral Leader each day to discuss goals and input data.

Please use the following scale to monitor progress in working towards individual goals:

- 1 – yet to meet
- 2 – sometimes meeting
- 3 – meeting

DPR is taken home each day for parent signature and a new DPR is given each day.

Are you on the PATH?	Period One	Period Two	Period Three	Period Four	Period Five
Goal One:	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Goal Two:	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Goal Three:	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Teacher signature					
Parent signature					

Absentee Monitoring

Parents and students to be reminded of accountability for student absence through case management with College.

PC teacher to identify and monitor frequent absentees using BI tool and consult with Pastoral Leader around concerns.



PC teacher make contact with parents about absenteeism.



If absenteeism continues, PC teacher and Pastoral Leader invites parents and student in for a three-way conversation, to implement a targeted support, such as Check and Connect, mentor, DPR.



Pastoral Support Team (Pastoral Leader, Leadership team, STIE, GC) continue to case manage high absenteeism with targeted supports.

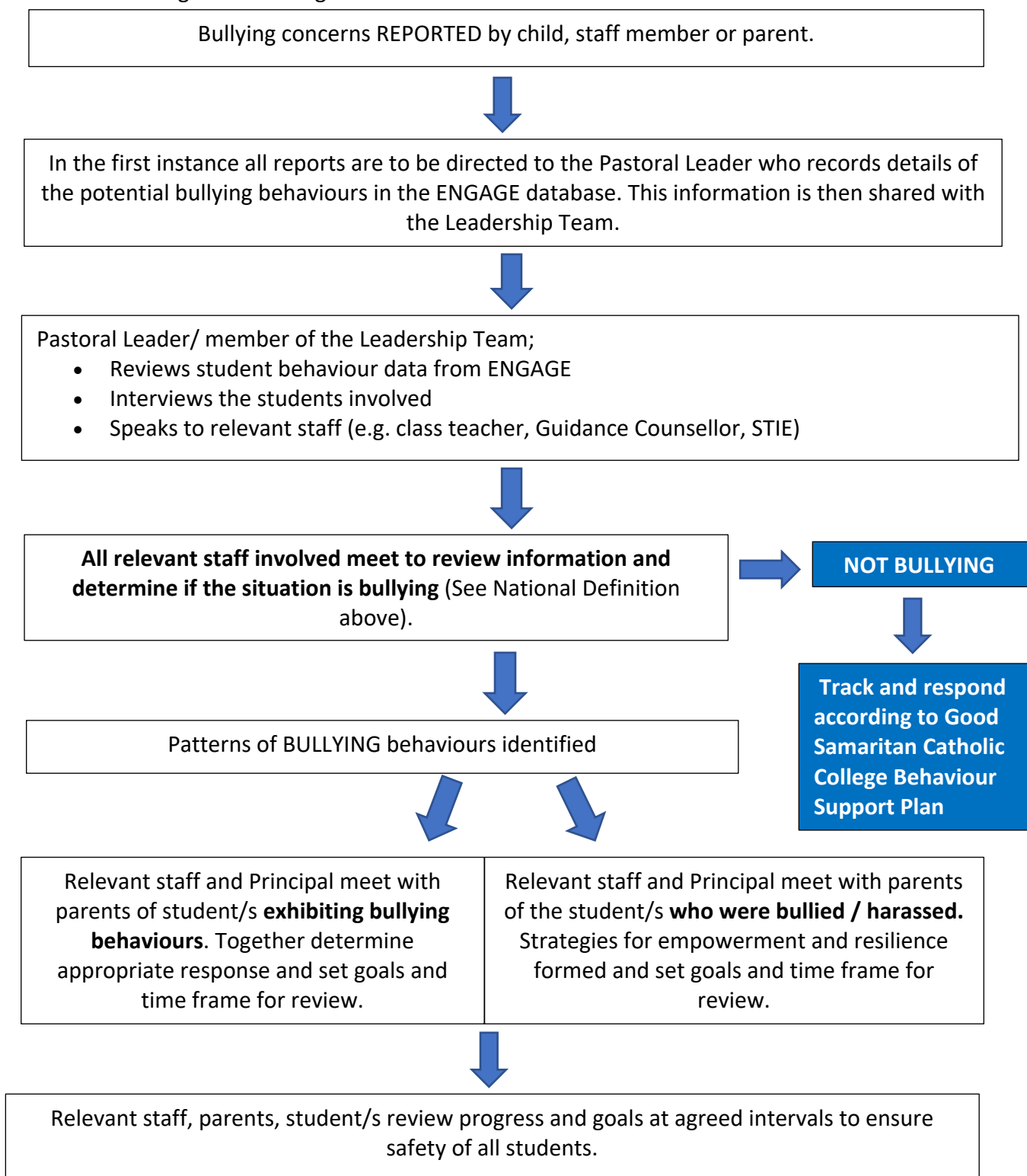
Response to Bullying

The **national definition of bullying** 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. 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.

<https://bullyingnoway.gov.au/WhatsBullying/DefinitionOfBullying>

When a bullying incident is reported or observed the following steps will be taken. This process may be accelerated according to student age and the seriousness of the incident:



Continued bullying behaviours would result in an individual behaviour support plan being developed and implemented. The Guidance Counsellor and /or STIE will be involved in formulating this plan according to BCE Anti-Bullying Policy.

Uniform and Dress Code

The Good Samaritan Catholic College uniform is a visible symbol of our College and an expression of who we represent to the wider community. While we each have a different perspective, a different understanding, and a different role to play, we are also united as members of Good Samaritan Catholic College, "...For just as the body is one and has many members...so it is with Christ" (1Corinthians 12:12). Good Samaritan Catholic College adheres strongly to the uniform code and all students are to wear the College uniform correctly and with pride.

1. The complete and correct uniform is to be worn at all times, including between home and school.
2. Uniforms are to be clean and in good condition.
3. All items of uniform should be clearly and permanently marked with the student's name.
4. School shoes should be clean and polished.

Failure to wear the correct College uniform will be referred to as a serious matter. If a student persists in not adhering to the code, the student will be referred in the first instance to the appropriate Pastoral Leader or Leadership Team member. If there is a genuine reason for a student not adhering to the School Uniform Code, parents should notify the PC teacher or Pastoral Leader, as appropriate.

Uniform and Personal Presentation Requirements

Earrings and Piercings

- 1 pair plain gold or silver sleepers or studs worn in lower ear lobe

Jewellery

- 1 ring, subtle in appearance.
- No other rings, bangles or other personal jewellery is permitted
- A religious medallion may be worn under the College uniform

Watch

- 1 plain watch

Hair

- Must be kept neat and tidy at all times
- Touching collar must be tied back
- Unable to be tied back must be pinned back off the face – a fringe no longer than top of eyebrows will be permitted
- Hair must remain natural and subtle in appearance
- Hair must be in a conventional style cut for school

Makeup

- Sheer/lightly tinted sunscreen or moisturizer allowed and must be natural in appearance
- False or extended finger nails are not permitted

Bags

- College school bag is the only bag permitted for daily use

Hats

- College hat must be worn to and from school
- Must be worn at all times at school, including recess and lunch. Hats must be worn between classes
- Hats must remain clean and in good repair

Shoes

- Traditional black lace up school shoes to be worn
- Shoes must be in a state of good repair and be well polished
- Sports shoes must be approved College colours (approved list available)
- During competition sport, students may wear a sport-specific shoe (football boots, netball shoes etc)



Tie and Badges

- In years 7 – 12, the College tie will be worn during Terms 2 and 3 (between Mother's Day and Father's Day) and at other times as determined by the College
- Only badges issued by, or approved by the College, may be worn as part of the uniform

Sports Uniform

- The official College sports uniform may only be worn on the days designated for their year level or the whole College
- Students attending after school sport or training sessions must travel to and from school in the formal day uniform and change at the break closest to their activity
- Students are not permitted to wear their sports uniform on days they do not have sport or HPE unless directed by the College

Socks

- The College socks must be worn at all times with the appropriate uniform

Winter Uniform Requirements

- Students must wear the College jacket or College knitted jumper
- | | |
|----------------|------------------|
| - Prep Uniform | Sport Uniform |
| - Years 1-6 | Uniform – Formal |
| - Years 7-9 | Uniform – Formal |
| - Years 10-12 | Uniform – Formal |
| - Years 1-12 | Sport Uniform |

