



# ESHS Positive Culture Handbook 2024



## School Values and Positive Culture Vision Statement

Elanora State High School is PESA accredited positive education school. Positive Education is the overarching umbrella that guides our systems and processes with the goal of achieving a positive culture for staff and students across all facets of school life.

*“Positive education is the integration of the core principles of Positive Psychology with the evidence-informed structures, practices and programs that enhance both wellbeing and academic achievement. The aim of positive education is to enable all members of a school community to succeed and prosper (Noble & McGrath 2015 a & b).”*

Across every aspect of our school, we believe that developing the confidence, optimism and resilience that students need to successfully navigate life is as important as academic education. However, studies have identified that by explicitly teaching social and emotional skills and strategies students will also enhance their engagement with learning and therefore experience academic success. Elanora State High School has developed a holistic wellbeing program that incorporates the ideologies into our curriculum, policies, procedures and practices.

As part of Positive Education, Elanora uses Positive Behaviour for Learning as the vehicle for creating positive relationships within the classroom, managing poor behaviour and encouraging positive behaviour.

*‘Recent research indicates that consistently implementing an evidence-based whole-school, positive approach to behaviour can improve social behaviour and student performance. Analysis of the research indicates there are core elements that make a significant difference in increasing positive behaviour and reducing inappropriate behaviour.’ (Department of Education: Statement of Expectations for a Disciplined School Environment 2017)*

Positive Behaviour for Learning is a multi-tiered framework of intervention practices and organisational systems for establishing a positive teaching and learning environment (Sugai and Horner, 2006). It is an approach that focuses on school wide, classroom, non-classroom, student and family settings where all areas are working together to achieve a positive teaching and learning environment for both staff and students. It is used in schools to build a supportive positive school culture and environment for all students and teachers (Kelm, J., McIntosh & Cooley, S. 2014).

Positive Behaviour for Learning also aligns with the Code of School Behaviour stating that, *‘All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others’ (2017)*. When implemented with fidelity, high school PBL is associated with reductions in office discipline referrals, frequency of tardy behaviour, and suspensions. High schools also see increases in attendance and improved student perceptions of school climate and safety. Therefore, we at Elanora High School, envision the respectful delivery of Positive Behaviour for Learning to be an opportunity to support social and emotional learning as well as a means of maximising the academic success and outcomes for all.

In the classroom, playground and community, Elanora State High School State High has identified the following school values to teach and promote our high standards of behaviour:



## **We are Engaged**

## **We are Respectful**

## **We are Responsible**

### **What is Positive Behaviour for Learning?**

PBL is an evidence-based framework that, at the whole school level, has 7 essential features:

1. *Administrator support, participation and leadership*
2. *Common purpose and approach to discipline*
3. *Clear set of positive expectations (for all students & staff)*
4. *Procedures for teaching expected behaviours*
5. *Continuum of procedures for encouraging expected behaviours*
6. *Continuum of procedures for discouraging inappropriate behaviours*
7. *Procedures for ongoing monitoring and evaluating effectiveness of the PBL system*

At the classroom level, PBL focusses on using the systems on each petal of the flower to achieve positive relationships and a classroom focussed on learning, not reactive discipline:



Within this teacher handbook, you will find Elanora's systems and process that facilitate PBL across the school.

### **What does Positive Culture look like at ESHS?**

Elanora has commenced several initiatives over our Positive Education journey, with a narrowed focus on house culture as the foundation for 'belonging'. Our Home Classes are aligned to houses and are vertical, 7-12. Students attend Home Class every morning for roll mark, notices and to participate in a variety of house competitions. Students also have a Positive Culture lesson in their home classes each Wednesday morning that alternates with assembly.

Positive Culture is a school-wide positive approach to learning, which includes modelling and acknowledging positive behaviour expectations. Staff deliver a Positive Culture Focus of the Week by incorporating this focus into all facets of school life and acknowledge appropriate behaviour through positive language and the school-wide acknowledgment system. Staff also take a consistent approach to discipline; these systems are contained within the handbook



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The Positive Culture Team will provide all staff with the Positive Culture lessons and Focus of the Week on a weekly or fortnightly basis. The Focus of the Week will be determined by current behaviour data, and linked to the associated character strength to incorporate the foundation of Positive Psychology Education. The Positive Culture Focus of the Week is explicitly delivered by Home Class Teachers during Extended Home Class, and the Principal every Wednesday on a whole school assembly and revisited by every other curriculum lesson and in the playground by all staff members.

Under the Positive Culture banner, with a goal of giving students purpose and meaning, helping them to build positive relationships within their community and engaging positively in school, we provide many opportunities including the Student Mentor Program, Leo Club and an array of house activities and competitions. The Student Mentors meet weekly at break and work together to organise celebrations and activities to engage their peers. The Mentors also fundraise for the school and take the place of a traditional Student Council. There are executive positions for Mentors, however all students are invited to be a Mentor from any year level. This is a great opportunity for students to make a difference in their school community. Teachers are also encouraged to be a Teacher Mentor to work with this wonderful group of students.

The Leo Club meet fortnightly and work closely with the Lions Club of Tallebudgera. Students join to be an official Lions Club Leo and are involved in working with the wider community. The Leo Club have executive positions, and all students are able to join as a member. The students organise a variety of fundraisers for charities of their choosing. They fundraise within the school for these organisations and outside the school at events. Students also volunteer in the community.

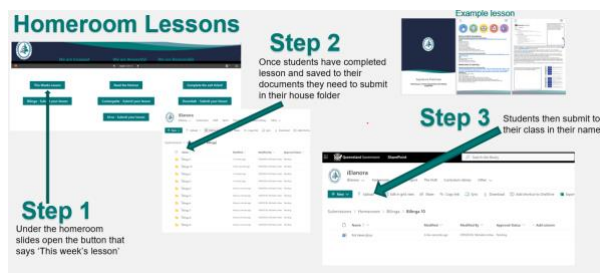
In addition to the focus on student wellbeing, we also hold an array of staff wellbeing initiatives. Our Positive Culture Team organises events and challenges held at school on campus and in the community out of hours. The focus of these events is to promote health and wellbeing in addition to building a sense of belonging in the school community.

## **What is the lesson structure and where are the resources located?**

Positive Culture Lessons are explicit lessons on the Focus of the Week. The chosen behaviour will be one from the Positive Behaviour Matrix and will be chosen based on OneSchool data trends from the previous week/s. The structure of the lesson will include the Learning Goal and Success Criteria. Lessons content will vary each week and but will include brainstorming, role plays, video clips, visible learning and high yield strategies and documents to complete. All resources required for the lesson will be provided for staff and in the tabs on iElanora.

Lessons will be available on iElanora by each Monday. Please ensure to peruse the lesson in advance and collect any resources, if required from the Wellbeing Hub.

The Engagement and Wellbeing Team also welcome staff to contribute to the resource bank by saving relevant resources in the following location: iElanora- sharepoint



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### What is expected of staff?

- Read HOD EWB email every Monday morning and access the resources on iElanora weekly
- Use the prescriptive lesson plan provided to deliver the focus of the week
- Give 5:1 positive acknowledgement to students and reward positive behaviour
- Focus on building positive relationships
- Continue to incorporate the Focus of the Week into all your lessons throughout the week. For example, if the Focus is using your manners by using please and thank you, this language is modelled by both staff and students.
- Follow school-wide systems and processes contained within this handbook
- Engage in Positive Culture activities across the school

### What are the general expectations for teaching the entry routine of all lessons?

<input type="checkbox"/> <b>Be on time</b>	Teachers to be at classroom as students arrive. Students lined up with equipment before lesson
<input type="checkbox"/> <b>Be prepared</b>	Have Learning Goal/Success Criteria ready and visible.
<input type="checkbox"/> <b>Line up students</b>	Welcome and engage in positive small talk, bags in racks or teacher supervised – clear instructions before students
<input type="checkbox"/> <b>Orderly entry and students stand behind chairs</b>	Students stand behind allocated seat and silent at commencement of lesson (students collect resources if necessary e.g. text books)
<input type="checkbox"/> <b>Greeting and invite to sit</b>	Use ESCM i.e. Gain attention, wait and scan, acknowledge Example greeting: Teacher - 'Good morning Year 9' Students – 'Good morning Mr Jones' Teacher – 'Please be seated'
<input type="checkbox"/> <b>Rolls to be marked</b>	While students could be copying LG/SC or completing a short individual task.
<input type="checkbox"/> <b>Students settled and listening</b>	Use ESCMs i.e. gain attention, wait and scan, cue with parallel acknowledgement.
<input type="checkbox"/> <b>Explain learning goal &amp; co-design success criteria</b>	Proceed with opening of lesson or consolidation.

\*Teachers will use their professional judgment as to when the context for the above to be modified i.e. practical lessons



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### What are the general expectations for teaching the exit routine for students?

<input type="checkbox"/> <b>Teacher is aware of the time</b>	Allow time at the end of the lesson to recap or consolidate learning i.e. What have you learnt in the lesson today?
<input type="checkbox"/> <b>Students pack up, stand behind their chairs and wait for dismissal</b>	Teacher and students check for litter, computers logged off, windows/doors shut, board clean, lights off, turn the air con off at the end of the day only (environmental)
<input type="checkbox"/> <b>Students leave the room promptly for their next lesson or lunch break</b>	Teacher gains attention. Dismisses class when ready.
<input type="checkbox"/> <b>The teacher uses the bell as a prompt for dismissal</b>	Teacher dismisses the class when the bell rings
<input type="checkbox"/> <b>The teacher is the last person out and will lock the door</b>	For security reasons

\*Teachers will use their professional judgment as to when the context for the above to be modified i.e. practical lessons

### What are the general expectations for Heads of Department?

<input type="checkbox"/> <b>HOD knows the Positive Culture Framework, School ESIP and drives staff to engage</b>	Ensure school wide expectations are followed and classroom teachers are actively engaged in Positive Culture and building relationships with students by actively engaging in regular walkthroughs
<input type="checkbox"/> <b>HOD actively engages in classroom profiling and APDP observations</b>	Mentor teachers and refer to HoD Positive Culture & Student Engagement for coaching if support is required in aligning Positive Behaviours for Learning and curriculum
<input type="checkbox"/> <b>HOD manages referrals, conducts negotiations and records contacts</b>	One School major incident referrals as per the referral chart within this handbook. Actively involved in re-entry and negotiation process with teacher and student when necessary. Action on One School your management process and refer to HOD Positive Culture, Student Engagement/Wellbeing.
<input type="checkbox"/> <b>HOD actively monitors student needs</b>	Ensure support plans are followed and feedback sessions held with faculty staff surrounding this. Record contact on student OS Contacts. Ensure faculty staff are providing work for suspended students for completion prior to returning to classroom.



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## **What are the expectations on playground and bus duty?**

### **Morning Tea and Lunch Duty**

- Be prepared with your hat, vest, house points, pen, phone, pick-up stick and check the calendar for events.
- Be punctual and meet the leaving staff member for 'hand over'.
- Notify the office 55684320 if a staff member has not arrived for their duty.
- Actively supervise your area, physically walking to ensure frequent line of sight to all of your area (behind port racks, into bathrooms etc.).
- Active supervision includes technology free, i.e. laptops, mobile phones (unless being used to contact office or making notes of incident for later attention).
- Support staff members of neighbouring areas if an incident occurs (by assisting them in person or phoning the office to ask for support on their behalf).
- Actively ask students to pick up litter in your area of responsibility (carry a pick-up stick)
- Supervise students on litter detentions as required (ensure that they are not filling their bucket with litter from the bins and are actively picking up rubbish) and sign their litter duty slip for return to the Wellbeing Hub.
- Send students to the Wellbeing Hub and phone 55684335 to confirm their attendance if needed.
- As the bell begins to sound, move students on. Remind them to promptly move to class. Continue to supervise as you walk back to your staff/class room.
- In situations where you require immediate Deputy or Dean support phone 55684320 from your mobile.
- In situations where you require support from Heads of House or WB HOD or DEANS phone 55684335 from your mobile.

### **Bus Duty**

- Ensure students remain behind the gate until their bus arrives.
- Assist students to line up for their bus patiently and respectfully.
- Communicate with bus drivers as required.
- Actively supervise as described above.
- Students are permitted to check their phone for communication from their parents after school at the bus stop, but not permitted to sit on their phone for the duration of their time. Please ask them to 'put their phone away'. If they refuse, refer to Head of House to follow up the next day.
- Report any mis-behaviour at bus duty as per the minor and major referral chart.
- Remain on duty until the last school bus has departed.
- Bring any students who have missed their bus to the school office.

### **Building a Positive Culture in the Playground**

- Acknowledge positive behaviour by giving students house points, paying particular attention to the Positive Culture Focus of the Week.
- Use this time to build positive relationships and get to know the students of the school. How was your weekend? Do you have plans for the weekend? What is your favourite subject at school? What grade are you in this year? How are you settling in? Did you know about the lunch time activities that the Student Mentors organise? Etc.



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### What are expectations of students at ESHS?

#### Positive Behaviour Matrix

We are Engaged

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<i>We are...</i>	All Settings	General Classroom	Practical Classroom	Assembly	Canteen	School Grounds	Bus Stop	The Hub
<i>Engaged</i>	<ul style="list-style-type: none"> <li>Be in attendance every day, every lesson on time</li> <li>Actively participate in all activities</li> <li>Set goals and work towards them</li> <li>Be an Active Listener</li> </ul>	<ul style="list-style-type: none"> <li>Complete tasks within deadlines</li> <li>Working collaboratively</li> <li>Screens down when teacher is talking</li> <li>Utilise elearn resources</li> </ul>	<ul style="list-style-type: none"> <li>Working collaboratively</li> <li>Complete tasks within deadlines</li> <li>Screens down when teacher is talking</li> <li>Utilise elearn resources</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges the National anthem</li> <li>Move in quickly and sit down</li> <li>Full attention to presentation</li> </ul>	<ul style="list-style-type: none"> <li>Give full attention to staff when ordering</li> <li>Be prepared with money</li> </ul>	<ul style="list-style-type: none"> <li>Be involved in appropriate activities for the location</li> <li>Share the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of surroundings</li> <li>Be prepared with fare or bus pass</li> <li>Be patient</li> </ul>	<ul style="list-style-type: none"> <li>Utilise available resources</li> <li>Use Hub for learning purposes</li> </ul>
<i>Respectful</i>	<ul style="list-style-type: none"> <li>Follow directions from staff and visitors</li> <li>Care for our school grounds, resources, facilities and other's property</li> <li>Use manners, be courteous and be polite to all members of our school and wider community</li> <li>Communicate appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Rights of others to learn and teach</li> <li>Remove hats inside</li> <li>Hand up for questions</li> </ul>	<ul style="list-style-type: none"> <li>Mindful of others ideas</li> <li>Observe quietly during demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Respectful of performers with appropriate applause and encouragement</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate queue etiquette</li> <li>Thank staff for service</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful of others always during the school day</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate queue etiquette</li> <li>Greet and thank drivers</li> </ul>	<ul style="list-style-type: none"> <li>Mindful of other staff and students working</li> </ul>
<i>Responsible</i>	<ul style="list-style-type: none"> <li>Reflect and take ownership of words and actions</li> <li>Seek clarification when required</li> <li>Comply with school dress code</li> <li>Follow entry and exit procedures</li> <li>Follow mobile phone policy</li> <li>Follow IT policy</li> <li>Place rubbish in bin</li> <li>Take pride in school</li> </ul>	<ul style="list-style-type: none"> <li>Being prepared with correct equipment</li> <li>Take ownership of your learning</li> <li>Use Academic Integrity</li> <li>Save work to cloud</li> <li>Charge device prior to lesson</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining a safe work environment</li> <li>Being prepared with correct equipment</li> <li>Use Academic integrity</li> <li>Save work to cloud</li> <li>Charge device prior to lesson</li> </ul>	<ul style="list-style-type: none"> <li>Organise yourselves into alphabetical order</li> </ul>	<ul style="list-style-type: none"> <li>Place bags in designated area</li> <li>Look after your money</li> <li>Leaving the area once finished</li> </ul>	<ul style="list-style-type: none"> <li>Get help when needed</li> <li>Be aware of school boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Wait behind school gate until bus arrival</li> <li>Be aware of bus rules</li> </ul>	<ul style="list-style-type: none"> <li>Return equipment when due</li> </ul>





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## How are students acknowledged at ESHS?

Research indicates that immediate positive feedback and acknowledgement enhances desirable behaviour.

The purpose of school wide recognition is to acknowledge and provide feedback to students who provide positive demonstrations of the school's behaviour expectations.

### Whole School Acknowledgement System

A chance for EVERY student to be acknowledged over the course of the year.

#### EACH WEEK

- 'House Points' acknowledgment tickets – teachers to hand out free and frequently for aligning with school expectations; 3 per PGD per week
- Students will take their 'House Points' acknowledgement slips to WBH and put into the box for their House
- Points will be recorded into 'Live School' Positive Points Platform system by WBH support staff for tracking
- Heads of House will hold a random draw each week at Parade – around 2 per house and will be rewarded with tuckshop vouchers (for example)
- Student of the Week at each parade
- Teachers can give positive acknowledgement phone calls home
- Teachers can give One School generated merit certificates
- Teachers are also acknowledged for their issuing of house points
- Public recognition on Facebook, Newsletters, Tuckshop TV, Homeroom Communication Pptx

#### PER TERM

- Positive Postcards/Emails sent by teachers
- Attendance BBQ for 85+ and top attendance awards will be handed out by DOS each term
- End of term house point draw and highest point winners acknowledged
- House points will be tracked – Highest 'House Points' class will be rewarded plus end of year House Cup winner receiving accolades and trophy.

#### PER SEMESTER

##### Celebration Day

(Academic, Attendance, Effort Behaviour based on report cards) Held in Term 2 & Term 4

##### Celebration Award Assembly

- Top attenders for Semester 1 & Semester 2
- Most improved academically
- Top Academic

#### PER YEAR

- Academic and Sports Awards Night
- At the end of the year, the highest house point earner per year level received a reward e.g. Year 12 – free formal ticket, Year 11 – free jersey, Year 7, 8, 9,10– iTunes voucher
- Top attenders for each year level for the year will be recognised
- Top effort and behaviour for each year level for the year will be recognised e.g Wet and Wild trip



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### What are House Point Acknowledgements?

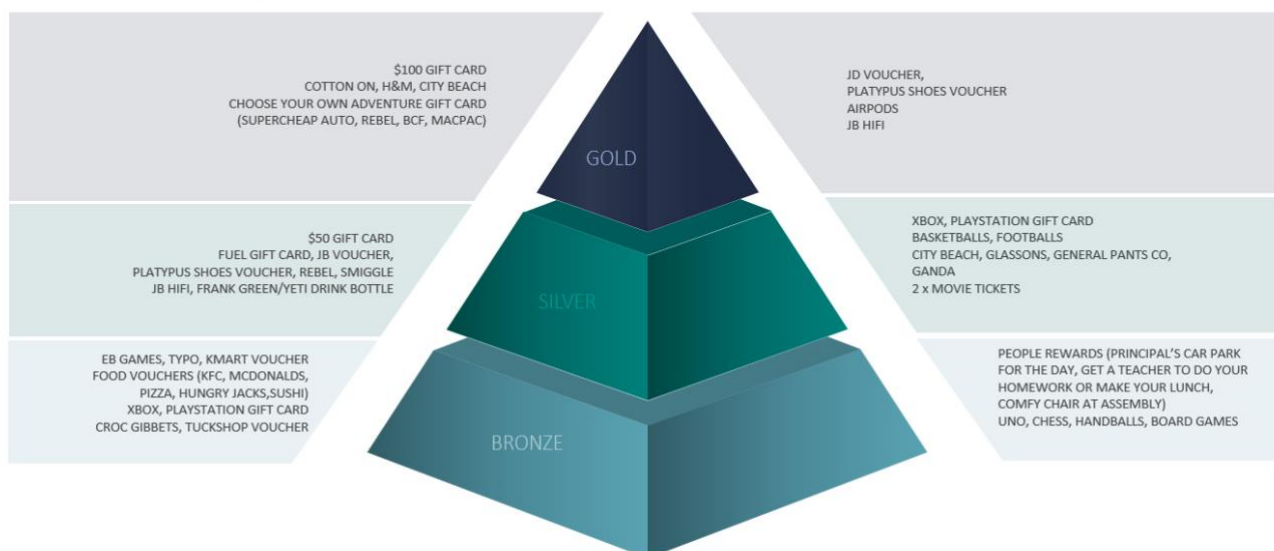
Providing students with positive reinforcement for expected behaviours is one of the quickest and easiest ways to improve classroom behaviour and develop a positive classroom environment. Everyone needs positive feedback in order to learn and maintain a behaviour or skill. Behaviour is reinforced when we are provided with something we value following a desired behaviour. This may be verbal praise, non-verbal acknowledgement, earning of tokens, provision of tangible rewards, or opportunities to perform a task or participate in an activity. Effective reinforcement is age-appropriate, contextually-fitting and sincere. Reinforcement is characterised by its effect — in other words, if the desired behaviour does not increase as a result of the feedback or reward, then reinforcement has not happened. There are many different ways to provide positive reinforcement, including:

- Time with preferred adults or peers
- Earning special privileges
- Physical touch, like High 5
- Earning leadership roles
- Praise
- Non-verbal (smile, thumbs up, applause)
- Access to a preferred activity
- Points or raffle tickets
- Tangible rewards (stickers, stationery, toys).

Reinforcement should occur immediately, contingent on the desired behaviour. It should be applied frequently when students are learning a new skill, and gradually faded as students become proficient. Tangible and earned rewards should be delivered in conjunction with specific, descriptive feedback which alerts the student as to why the reward was earned. For example: *'You waited your turn — that showed respect, so that's a point for your team.'* Knowledge of students is critical in selecting reinforcers. What one student finds reinforcing may not be reinforcing for another student, and what has worked with one class may not work with another. Teachers need to consider student interests and developmental levels. Younger primary students may enjoy public attention and small tangible rewards, while older students may prefer private acknowledgement or opportunities to earn privileges. It is a common assumption that older students do not need to be rewarded for appropriate behaviour, but we know that adolescents need high rates of positive feedback and respond well to appropriate reinforcement.



### Positive Acknowledgement at Elanora State High School





## What could house point acknowledgement slips be issued for?

School Value	Expected Behaviour	Explicit Behaviour may include:	Character Strengths
<b>We are Respectful 1</b>	Follow all Directions	Both classroom and outdoor settings. Using polite and respectful manners after being given a direction	Creativity Curiosity Judgment Love of Learning Perspective Bravery Perseverance Honesty Zest Love Kindness Social Intelligence Teamwork Fairness Leadership Forgiveness Humility Prudence Self-Regulation Appreciation of Beauty & Excellence Gratitude Hope Humour Spirituality
<b>We are Respectful 2</b>	Appropriate Conduct	Classroom entry and exit routines; listening and responding politely; good etiquette. Displaying positive relationships with peers.	
<b>We are Respectful 3</b>	Display School Pride	Wearing correct school uniform; representing the school in public. Participation in school cultural activities, House events, representing the school in the community.	
<b>We are Responsible 1</b>	In the classroom	Listen actively; value contributions of others; use technology appropriately, supporting the learning of others.	
<b>We are Responsible 2</b>	In the community and playground	Play school approved games; positive member of the school and wider community;	
<b>We are Responsible 3</b>	Good sportsmanship	Encourage each other; value and respect each other's differences, active participation	
<b>We are Engaged 1</b>	Prepared for Class	Having all equipment; be in line and on time for lessons.	
<b>We are Engaged 2</b>	Academic Achievement	Submitting assessment work on time; performing to the best of your ability.	
<b>We are Engaged 3</b>	Positive Participation	Contributing in class; consistent effort; volunteering.	

The explicit and systematic teaching of social-emotional learning (SEL) competencies to students has been shown to decrease emotional distress and behavioural problems and increase academic scores. SEL helps students manage emotions, set goals, get along with others and make responsible decisions.

### Key practices to teach and reinforce expected behaviours



#### Set expectations for positive behaviour in collaboration with the school community

- Establish predictable routines for students
- Post expectations for positive behaviour throughout the school
- Regularly communicate high expectations for student success demonstrating positive behaviour



#### Teach positive behaviour

- Build positive relationships with students
- Model positive behaviour for students
- Explicitly teach students how they can best demonstrate positive behaviour and follow expected routines. For example, specify expected behaviour while learning in the classroom, moving on walkways, eating in designated areas, entering the building, or leaving at dismissal
- Practise expected behaviour with students in all settings

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## What happens if students fail to meet behaviour expectations?

### Responding to Minor and Major Behaviours

Essential Skills for Classroom Management (and sub-skills) encompass three languages in the classroom: *Expectation*, *Acknowledgment* and *Correction*. Therefore, it is imperative to find the right balance and when to use each language in order to maintain a productive teaching and learning environment. In 'Positive Behaviour for Learning' terms, responses to minor and major behaviours are explained below:

### Definitions of minor and major responses to behaviour

<p><b>MINOR</b> – the <u>response</u> for inappropriate behaviour can be dealt with by the classroom teacher (e.g. the response for low level disruptive behaviour is by the classroom teacher in the classroom by utilising an array of ESCM's and the Schoolwide Classroom Management Steps)</p>	<p><b>MAJOR</b> – the <u>response</u> for inappropriate behaviour requires the student to be removed from the learning, where further investigation may be required by Administration (Deans or DP).</p>
<ul style="list-style-type: none"> <li>• Are of an intensity that does not seriously harm others or causes staff to suspect that the student may be harmed;</li> <li>• Do not violate the rights of others in any serious way (e.g. their learning is not grossly impeded / interrupted)</li> <li>• Are not part of an <i>ongoing</i> pattern of problem behaviours (although their initial repetition may bring them to the teacher's attention)</li> </ul> <p>Therefore, they do not require the involvement of school-leadership personnel or warrant referral to specialist support staff. Students remain in the classroom.</p>	<ul style="list-style-type: none"> <li>• Significantly violate the rights of others</li> <li>• Remain persistent in intensity and frequency, despite previous interventions being implemented with accuracy and integrity</li> <li>• Put others / self at risk of harm (including emotional harm)</li> </ul> <p>Therefore, their intensity and/or frequency warrants the involvement of school-leadership personnel / senior colleagues.</p>

#### Responding to problem behaviour



Correct behaviour calmly and in a manner that demonstrates that the student is safe and supported at school



View inappropriate behaviour as an instructional opportunity; reteach expectations and allow the student to practise expected behaviour



Use consequences that promote student self-reflection: What harm was caused? What can be done to correct the harm? Why did the student do what they did? What could they have done differently? What help does the student need and from whom to do something differently next time?

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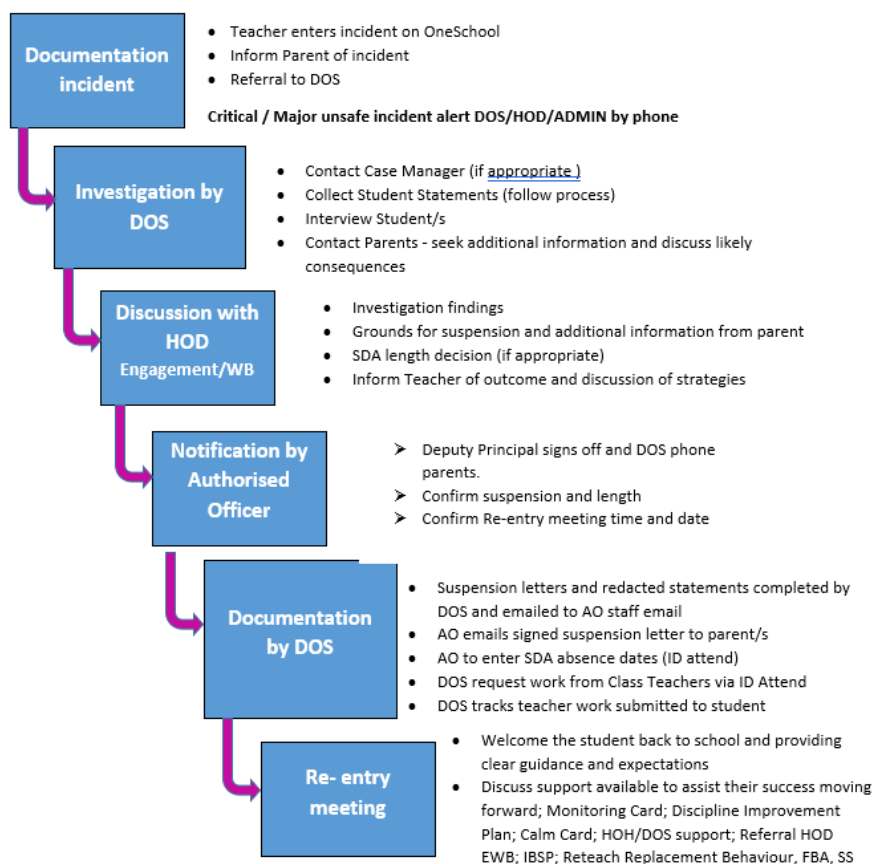
## Consideration of Individual Circumstances

Staff at Elanora State High School considers students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.



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## Withdrawal from learning process

Across the school to ensure school-wide consistent practices, one of the essential features for PBL, Elanora SHS has consistent classroom management steps, that lead to withdrawal from learning for consistent behaviour that is disruptive. At Elanora SHS, every student has a right to learn and no student has the right to preventing others from learning. A teacher will exhaust all of their classroom management toolbox prior to withdrawing a student from the learning, and if this does occur, it is considered a Major Behaviour and is dealt with accordingly, reflected in the referral chart.

When a student is disrupting the learning: *For every teacher, in every classroom*

### Elanora State High School Student Behaviour Escalation Process

This document outlines the escalation process for managing challenging behaviours exhibited by high school students. The primary focus is on promoting a positive and respectful learning environment while addressing and redirecting undesirable behaviours.

#### Guiding Principles

- 01 We Are Engaged, We Are Respectful, We Are Responsible**  
Remind students to adhere to the school's core values of being engaged, respectful, and responsible.
- 02 Acknowledge Good Behaviour**  
Recognize and praise positive behaviours, reinforcing the importance of adhering to the school's signature practices
- 03 Equal Treatment**  
Apply the escalation process consistently to all students, not just those exhibiting undesirable behaviour.

#### Special Clause

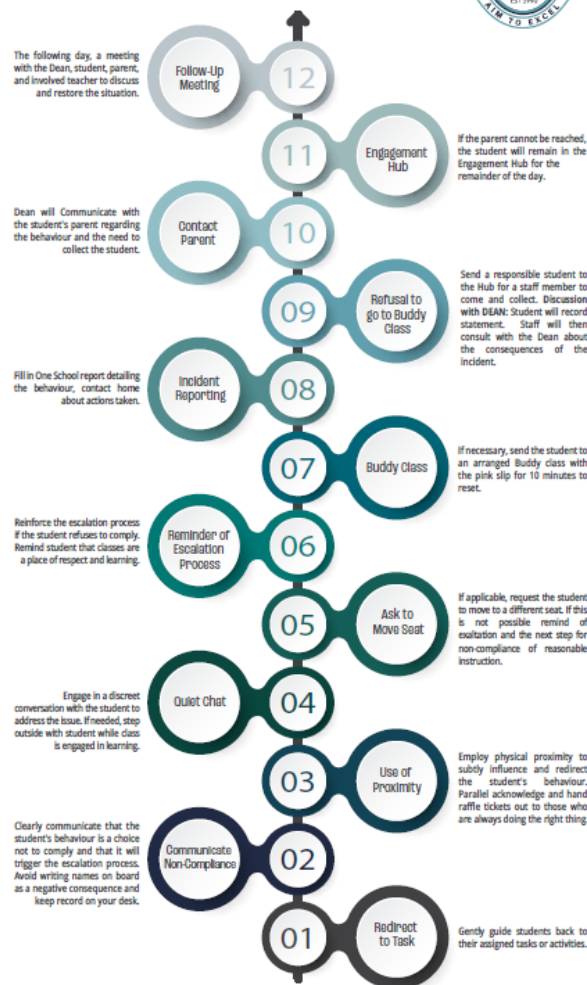
Acknowledge that incidents and students will be managed on an individual needs basis, recognizing the unique circumstances of each case

#### In Crisis

In crisis situations, where immediate intervention is required, remove the class and come to the hub for further assistance.

#### NB

This process is designed to maintain a positive and respectful learning environment while addressing challenging behaviors through a systematic escalation approach. The involvement of key stakeholders ensures a comprehensive response to each incident.



Prior to withdrawing a student from the learning and referring to the Engagement & Wellbeing Hub, the teacher must have followed all of the above steps (except in cases where a student has displayed a Major Behaviour Error, where they can be referred as an 'urgent referral' and call the HOD Engagement direct number Teachers must use the referral form below when sending a student to the Wellbeing Hub. The student may be sent with a buddy or alone, at the teacher's discretion.

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# ESHS Behaviour Intervention and Processes

At Elanora State High School, we strive to have an environment with high support, high accountability and a conducive learning environment

One School Category	Teacher will manage (Minor) (examples, not exhaustive)	Teacher Strategies	More serious examples (Persistent Minor or Major) For referral using One School as per following column	Referral to: (further referral may follow depending on the seriousness of the situation)	Possible Consequence All major consequences require a written statement from the student and contact with home prior to consequence issued. Individual student circumstances will always be considered when determining consequences.
<b>IT misconduct</b> Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	<ul style="list-style-type: none"> <li>use of computer for off-task purpose</li> <li>Phone</li> <li>Headphones</li> <li>Smart Watch</li> </ul>	<ul style="list-style-type: none"> <li>verbal redirection</li> <li>remove student from computer</li> <li>in-class separation / isolation</li> <li>assign student to accompany you on playground duty</li> <li>staffroom detention</li> <li>Record in <b>OneSchool</b>.</li> <li>Contact home and record in One School</li> <li>re-teaching of expectations</li> <li>active supervision and reinforcement for appropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>any use or sight of a mobile phone, or headphones on school grounds</li> <li>persistent misuse of computer for off-task purposes</li> <li>tampering with hardware</li> </ul>	<p>Head of House</p> <p>Dean of Students</p>	<ul style="list-style-type: none"> <li>Item confiscated</li> <li>Lunch detention and re-teach of replacement behaviour</li> <li>2<sup>nd</sup> offense parent collects phone</li> </ul> <p>See response to intervention process for repeat referrals. Students have one week to complete detentions before being designated after school detention. Dean to action Intensive Reteach Program on individual needs basis and in collaboration with family</p> <p><b>phone call</b> to parent/carer (record One School)</p> <ul style="list-style-type: none"> <li>Possible suspension</li> <li>Possible surrender of phone</li> <li>Queensland Police referral</li> <li>Queensland Police information session</li> </ul>
<b>Disruptive</b> Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> <li>calling out</li> <li>talking to another student</li> <li>general off-task behaviour</li> <li>back chat</li> <li>throwing objects around room</li> <li>getting out of seat</li> <li>playing with safety equipment (in a manner that does not put safety of others/self at risk)</li> <li>first failure to attend teacher-issued detention</li> </ul>	<ul style="list-style-type: none"> <li><b>phone call</b> to parent/carer - record in One School (major)</li> <li>use ESCM</li> <li>follow school-wide classroom management steps</li> <li>seating plan</li> <li>Staffroom lunch detention</li> <li>re-teaching of expectations</li> <li>active supervision and reinforcement for appropriate behaviour</li> </ul>	<p>After following ESCM and the first 4 steps of school-wide classroom management steps:</p> <ul style="list-style-type: none"> <li>step 5 – refer student to Buddy Class</li> <li>record on One School -teacher to contact home.</li> </ul> <p>Defiance</p> <ul style="list-style-type: none"> <li>Student refuses to follow directions given by school staff.</li> <li>second failure to attend teacher-issued detention</li> </ul>	<p>Dean of Students</p>	<ul style="list-style-type: none"> <li><b>phone call</b> to parent/carer (record One School)</li> <li>support and intervention process</li> <li>reteach replacement behaviour</li> <li>restorative</li> <li>detentions</li> <li>removal from class</li> <li>Engagement Team referral and parent intervention/support</li> <li>participation in tailored programs</li> <li>possible Intensive Reteach Program</li> </ul>



# ESHS Behaviour Intervention and Processes

<b>Disrespect</b> Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	<ul style="list-style-type: none"> <li>not lining up before entering class</li> <li>refusing to work with certain other students when directed</li> <li>littering</li> <li>not being prepared for learning with equipment</li> <li>not completing homework</li> <li>persistently not being prepared for class</li> <li>Persistent talking or out of seat behaviour after redirection</li> </ul>	<ul style="list-style-type: none"> <li><b>phone call</b> to parent/carer - record in One School (minor)</li> <li>verbal redirection/reminder of school expectations</li> <li>proximity cues</li> <li>staffroom detention</li> <li>re-teaching of expectations</li> <li>active supervision and reinforcement for appropriate behaviour</li> <li>use ESCM</li> <li>follow schoolwide process of escalation</li> </ul>	<ul style="list-style-type: none"> <li>refusal to complete detentions</li> <li>persistent refusal (more than 3 breaches of the same policy/rule)</li> <li>Defiance- Student refuses to follow directions given by school staff.</li> <li>aiding trespassers (or members not of our community and delivery services)</li> <li>congregating in bathroom stalls (more than one student)</li> <li>behaviour that occurs in school uniform in or outside school hours that would put the school image in disrepute</li> </ul>	<p>Dean of Students</p>	<ul style="list-style-type: none"> <li><b>phone call</b> to parent/carer (record One School)</li> <li>restorative with teacher</li> <li>school detention</li> <li>reteach replacement behaviour</li> <li>escalation process activation</li> <li>parent contact and collection if non-compliant and refusal of Buddy Class process</li> <li>Engagement Team referral and parent intervention/support</li> <li>participation in tailored programs</li> </ul>
<b>Physical aggression</b> Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	<ul style="list-style-type: none"> <li>incidental pushing</li> <li>grabbing as part of play</li> <li>accidental contact during activity</li> <li>throwing food</li> <li>play fighting</li> <li>teasing and or deliberate ostracization</li> </ul>	<ul style="list-style-type: none"> <li><b>phone call</b> to parent/carer - record in One School (minor)</li> <li>verbal redirection</li> <li>verbal reminder of school rules</li> <li>assign student to accompany you on playground duty</li> <li>staffroom detention</li> <li>re-teaching of expectations</li> <li>active supervision and reinforcement for appropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li><b>phone call</b> to parent/carer - record in One School (major)</li> <li>Actions involving physical conduct where injury has or could have occurred, including fights or violent attacks.</li> <li>Play fighting</li> <li>inciting others to fight</li> <li>inappropriate sexual behaviour</li> <li>bullying/harassment</li> </ul>	<p>Dean of Students</p>	<ul style="list-style-type: none"> <li><b>phone call</b> to parent/carer (record One School)</li> <li>support and intervention</li> <li>whole school education program</li> <li>possible external suspension</li> <li>possible exclusion</li> <li>police referral</li> <li>restorative conference</li> <li>response to intervention process</li> <li>OHS safety modules</li> <li>Detention and reflection</li> <li>Consequential thinking re-teach of replacement behaviour</li> </ul>
	<ul style="list-style-type: none"> <li>misconduct involving an object</li> <li>using school supplies for purposes other than the intended</li> <li>using a permitted object inappropriately</li> <li>throwing items in classroom</li> </ul>	<ul style="list-style-type: none"> <li><b>phone call</b> to parent/carer - record in One School (minor)</li> <li>verbal redirection</li> <li>proximity cues</li> <li>in-class separation/isolation</li> <li>staffroom detention</li> <li>temporary removal of object</li> <li>re-teaching of expectations</li> <li>active supervision and reinforcement</li> <li>OHS safety modules</li> </ul>	<ul style="list-style-type: none"> <li>using materials to break or damage items</li> <li>pushing (with force)/throwing items capable of causing damage or injury e.g. chairs or desks</li> <li>using an object with intent to harm or potential to harm others</li> </ul>		
			<ul style="list-style-type: none"> <li>using or being in possession of authentic OR replica knives, sharps, guns, lasers and or taser like objects</li> <li>intent to deliberately undermine the order and good conduct of the school</li> </ul>		

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# ESHS Behaviour Intervention and Processes



<p><b>Abusive language</b> Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way. Using words/comments that are abusive, profane or inappropriate due to being of a racial, religious, sexual, homophobic, personal nature</p>	<ul style="list-style-type: none"> <li>swearing in general speech</li> <li>muttering under breath (indirect)</li> <li>loud voices, shouting, unkind comments about another</li> </ul>	<ul style="list-style-type: none"> <li>phone call to parent/carer (record One School)</li> <li>verbal redirection</li> <li>reminder of rules</li> <li>staffroom detention</li> <li>re-teaching expectations</li> <li>active supervision and reinforcement for appropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>threats</li> <li>offensive or repeated name-calling</li> <li>inappropriate language or sounds directed at a staff member</li> <li>abusive personal attacks</li> <li>racial slurs</li> <li>verbal abuse of a staff member</li> <li>swearing in response to a Teachers' instruction (directed at staff)</li> <li>bullying/harassment</li> </ul>	Dean of Students	<ul style="list-style-type: none"> <li>phone call to parent/carer (record One School)</li> <li>intervention</li> <li>restorative meeting</li> <li>consequential thinking session</li> <li>re-teach replacement behaviour</li> <li>possible external suspension</li> <li>Response to intervention process for repeat referrals</li> <li>parent meeting (HOD Engagement)</li> </ul>
<p><b>Truancy (out of class)</b> Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).</p>	<ul style="list-style-type: none"> <li>Arriving to class and then not entering room</li> <li>Going to bathroom or for a drink and not returning</li> <li>Seeing student in distance and their non-arrival</li> <li>Present on ID Attend previous class and UA in your class</li> </ul>	<ul style="list-style-type: none"> <li>Inform attendance officer</li> <li>One School (minor) refer to DEAN</li> <li>Text Message HOD Engagement and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing non-attendance or lateness to <u>class</u> or activity</li> <li>Truancy (out of school)</li> <li>Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).</li> </ul>	Dean of Students	<ul style="list-style-type: none"> <li>phone call to parent/carer (record One School)</li> <li>support and intervention process</li> <li>school detentions (minute lost = minute made up)</li> <li>consequential thinking session</li> <li>re-teach replacement behaviour</li> <li>response to intervention process for repeat referrals</li> <li>parent meeting (HOD Engagement and Wellbeing)</li> </ul>
<p><b>Dress code</b> Student wears clothing that is not within the dress code guidelines defined by the school.</p>		<ul style="list-style-type: none"> <li>Dress Code: Not wearing the correct uniform as per ESHS Uniform policy</li> <li>verbal redirection to Student Services</li> <li>Student Services to record on One School as minor and refer</li> </ul>	<ul style="list-style-type: none"> <li>any breach of School's Uniform</li> <li>refusal to change into school-provided uniform</li> </ul>	Head of House	<ul style="list-style-type: none"> <li>phone call to parent/carer (record One School)</li> <li>Item confiscated</li> <li>Loan system utilized</li> <li>Lunch detention</li> <li>Engagement Team referral and parent intervention/support</li> <li>participation in tailored programs</li> <li>Students have one week to complete detention, or it is referral to DOS for escalation process to be actioned.</li> </ul>



# ESHS Behaviour Intervention and Processes



<p><b>Substance misconduct</b> Student involved with tobacco and other legal/illegal substances. Student is in possession of, has supplied or is using a vape, tobacco, alcohol, other prohibited substances or implements.</p>	<ul style="list-style-type: none"> <li>Possession of prohibited items: glue, spray cans (including deodorant), paint pens, sharpies, energy drinks, soft drinks.</li> <li>Substance misconduct: drugs (including prescription) alcohol, tobacco and vape products.</li> <li>Suspicion that student presents under the influence</li> </ul>	<ul style="list-style-type: none"> <li>record on One School (major)</li> <li>send to DOS office</li> </ul>	<ul style="list-style-type: none"> <li>Pressure or targeting peers</li> <li>Failure to provide name when staff request</li> <li>Refusal to engage in bag search</li> <li>Parent engaged for bag search</li> <li>Distributing or selling</li> </ul>	Dean of Students	<ul style="list-style-type: none"> <li>phone call to parent/carer (record One School)</li> <li>intervention process</li> <li>YODA referral</li> <li>possible external suspension</li> <li>police referral</li> <li>possible exclusion</li> </ul>
<p><b>Theft</b> Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property. <b>Property Misconduct</b> Damaging equipment or other property through deliberate misuse.</p>	<ul style="list-style-type: none"> <li>Stealing from canteen</li> <li>Stealing from peers or staff</li> <li>deliberately destroying stationery</li> <li>minor damage that can be repaired by student.</li> <li>deliberate destruction of greenery</li> <li>accidental damage to school equipment or property</li> </ul>	<ul style="list-style-type: none"> <li>verbal redirection</li> <li>reminder of rules</li> <li>staffroom detention</li> <li>phone call to parent/carer (record on OneSchool)</li> <li>supervised cleaning/repair of damage</li> <li>re-teaching of expectations</li> </ul>	<ul style="list-style-type: none"> <li>theft of any property that is not their own</li> <li>destruction, damage or disfigurement of property belonging to the school, staff member, student or community outside of school.</li> <li>vandalism</li> <li>graffiti</li> <li>deliberate misuse of equipment in an unsafe manner</li> <li>theft</li> <li>punching or kicking of structures</li> </ul>	Dean of Students	<ul style="list-style-type: none"> <li>phone call to parent/carer (record One School)</li> <li>Engagement Team referral and parent intervention/support</li> <li>participation in tailored programs</li> <li>community service Environmentalist duties</li> <li>support and intervention process</li> <li>possible external suspension</li> <li>cost of goods taken or repair to damaged property charged to families</li> <li>possible police referral</li> </ul>
<p><b>Lying/Cheating</b> Behaving in a manner that is untruthful or deliberately misleading</p>			<ul style="list-style-type: none"> <li>academic integrity: plagiarism, cheating</li> <li>breach of school assessment policy</li> <li>providing information that is untrue or deliberately misleading/ incomplete with the intent to harm others or protect one's self or others from reprimand</li> </ul>	Curriculum HODs & Head of Department Junior/Senior School	<ul style="list-style-type: none"> <li>phone call to parent/carer (record One School)</li> <li>COE Process</li> <li>Contact home and record on One School</li> <li>Relevant academic consequence as outlined in assessment policy</li> <li>School detention</li> <li>External suspension</li> <li>repeat QCAA Academic Integrity Course</li> </ul>

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# Buddy Class Slip

 **Withdrawal from Learning Referral**

Date: \_\_\_\_\_ Student Name: \_\_\_\_\_

Classroom: \_\_\_\_\_ Period: \_\_\_\_\_ Subject: \_\_\_\_\_

**Classroom Management Steps**  
(Please tick below to confirm completion)

Redirection to the learning

Rule Reminder (refer to Positive Behaviour Matrix)

Move student to a new seat in the classroom

Buddy class (record on ID Attend) and teacher-issued staffroom detention

Referral to Wellbeing (Teacher to OneSchool and phone call home – be sure to include wellbeing HOD in OneSchool Referral) and Well Being Hub issued litter duty

OR

Urgent Removal

Reason for referral or urgent removal: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

By signing this referral, I confirm that I have followed the classroom management steps prior to referring this student to the Wellbeing Hub.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Please turn over for classroom re-entry details

**Is re-entry interview required? Y/N**  
*If restorative conversation is required, our Wellbeing team will liaise and book a meeting with teacher and student.*

Preference of re-entry meeting  
(must be completed BEFORE next lesson)

Before school     Morning Tea

Lunch             Afterschool

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

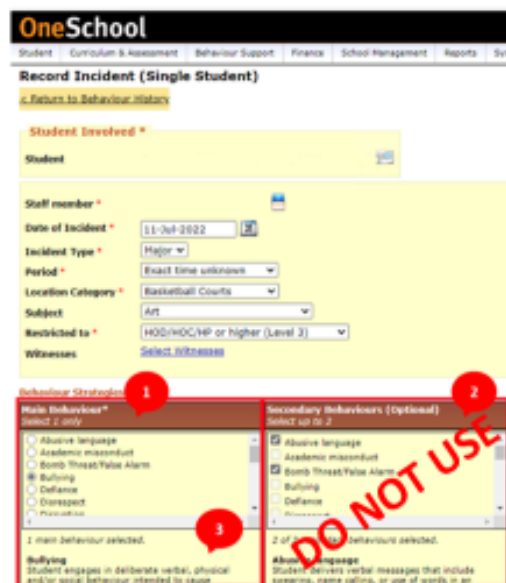
\_\_\_\_\_

\_\_\_\_\_

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## Record Incident – Behaviour strategy selections

- 1 User selects **ONE** main behaviour (mandatory)
- 2 **DO NOT** select a secondary behaviour
- 3 New behaviour options fit in our 5 categories; use matrix to determine choice. Do not select outside ESHS five categories



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## When and how do I write a OneSchool incident referral?

Teachers will write a One School report when an incident has occurred and it is imperative to report the facts to Administration or to keep a record of persistent ongoing undesirable behaviour. This report can be written as an 'Information only' or an 'Action required' referral. When completing the incident, teachers are to select the initial trigger behaviour (select one only), report the facts (without emotive language) and refer the report to the Heads of Department and Deans only. Deans will follow up on 'Action required' referrals. Please see the examples below:

<b>Example of an 'Information only' – MINOR referral:</b>	<b>Example of an 'Action required' – MINOR referral:</b>
FYI – John Doe was disrupting the learning environment by continually talking when the teacher was teaching. ESCM's were used including proximity, verbal redirection, individual close talk and giving choice. John failed to comply with the expected classroom behaviour expectations. John has been issued with a lunch detention to be completed at second break today.	ACTION REQUIRED – John Doe was given a lunch detention on Tuesday 23 November for failing to comply with the expected classroom behaviour expectations and failed to attend this detention. John Doe was issued with a second lunch detention that was to be completed at second break on Wednesday 24 November. John failed to attend the second detention. HOD follow up required and major process commenced.
<b>Example of an 'Action required' – MAJOR referral:</b>	
ACTION REQUIRED – John Doe was not completing the required task in class. Redirection to learning was used in order to reengage the student. John looked directly at me and yelled, 'Get out of my face...go to hell!' John was sent to Wellbeing Hub with a Removal from Learning slip.	

## When and how do I write a OneSchool contact referral?

Teachers will write a One School report under the student's 'Contacts' for various reasons. Some examples include: contact has been made with a parent/guardian, a student has completed a detention and it's not an incident, a mediation has been conducted between students, or student teacher negotiation, or a student has reported something that should be recorded e.g. bullying allegation. When teachers complete the record of contact, it can be referred to the Dean, HOD, another staff member, DP etc. It doesn't have to be the Dean only for contacts. However, for academic contacts, please include the HOD in the referral and for behaviour concerns, please include the Dean. When writing the record of contact, staff must write the facts only and refrain from using emotive language. Please see some examples below:

Record of Contact	Referred to
Spoke with John Doe's mother about failing to submit a draft for English. Mum stated that she supported the school's assessment policy and will ensure John completes the draft tonight and will bring it to the teacher in the morning before school. Mum requested that the teacher continues to communicate regularly with the classroom teacher.	HOD English Dean
Emailed John Doe's Mother. Dear Sophie, I just wanted to touch base with you to let you know that John has improved in his work ethic over the last few weeks. He is more settled and focused in class. I am confident that if he continues, he will achieve better outcomes this term. Kind regards, Mr Jones	HOD English Dean

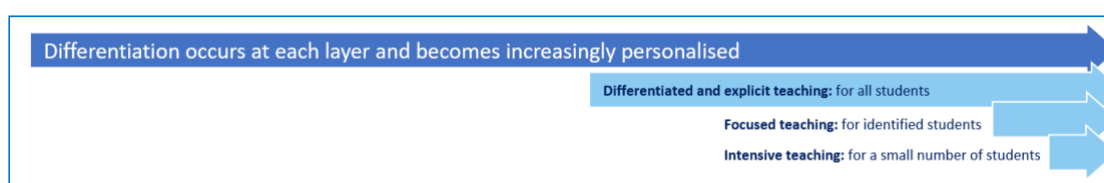


## Differentiated and Explicit Teaching

Elanora State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Elanora State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



In the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

### Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, work collaboratively with class teachers at Elanora State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by **the Behaviour and Attendance Team (BAT)** to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Elanora State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in a range of programs to address specific skill development for some students, including:

- Booyah Program for Boys and Girls
- Social skills programs
- Positive Education
- Managing anxiety programs

For more information about these programs, please speak with the Head of Department for Wellbeing.

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## Explicit Teaching of Behaviour

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## Individual Intervention Tier 2 and Tier 3 Students

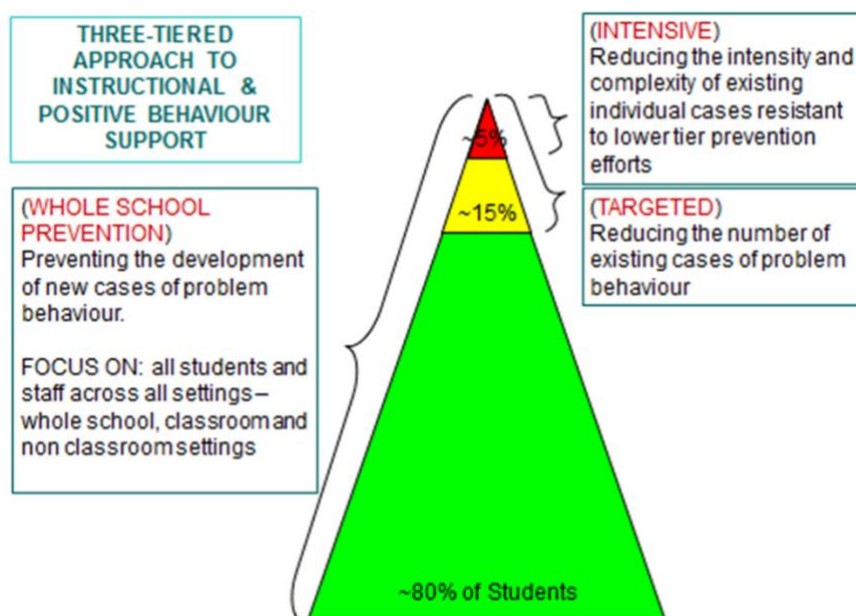
### Tier 1

Positive Culture lessons for all.

Positive acknowledgement for all.

**Tier 2 - Defined by 3 major behaviour records in one week. Identified at weekly BAT meeting (if not before).**

- Positive Behaviour Case Manager assigned at BAT meeting.
- Staff notified in BAT minutes of students and associated case manager.
- Individual teachers notified by case manager.
- Meeting of Concern initiated with parent in person or via phone with student and DP involved. Meeting minutes recorded on One School.
- Any key relevant information shared with specific teachers by case manager.
- Plan created for re-teach lessons by Case Manager in consultation with HoD Positive Culture & Student Engagement and Diverse Learning Representative.
- Lessons scheduled during lunch times and recorded on OneSchool as Support – Personalised Learning.
- Student monitored by Case Manager and BAT meetings for improved behaviour.
- If another incident occurs during the monitoring period, Case Manager to meet with student, give rule reminder and observe behaviour in class.



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- A second incident post behaviour lessons will trigger FBA investigation (class observation interview with teachers, and checklist completed).
- Stake holder meeting and PBP created (all teachers MUST be present). Meeting recorded in 'contacts' and PBP stored in Personalised Learning.
- Student remains of PBP Monitoring Card for 3 weeks. (daily signatures from student, teacher, parent, CM. Loss of card = loss of break time).
- Breach of monitoring card will trigger a DIP involving a meeting with parent, DP, DOS and student.
- Breach of DIP will likely result in suspension. DIP active for 3 months.

**Tier 3** *Defined by 5 Major Behaviours despite activation of Tier 2 after 5 Major Behaviours in one week. Students are on DIP and have likely breached DIP.*

- Booyah
- Girls group
- Boys group
- Engagement Officer/TPO
- Community program support
- Social skills programs
- Anxiety programs
- DP intervention regarding all behaviour incidents
- Weekly meetings with Case Manager

**Role of Positive Behaviour Case Manager:**

- Conducting meetings with students and their parents
- Update Deputy with student progress and intervention
- Monitoring teacher contact with home
- Frequent checking of OneSchool for behaviour or contact records
- Liaising with parents as student's identified Case Manager for Positive Behaviour
- Celebrate positive achievements for students
- Liaison with internal and external support for student
- Reference point for teachers around individual student behaviours



## Behaviour and Attendance - High Performance Team Members

**Michelle Hewison** – Team Leader (HOD Engagement & Wellbeing) BAT role – Chair meetings. Oversee Case Management. Ensure all students requiring tiered support have intervention provided as per the above process. Record minutes during BAT meetings and forward to staff. Ensure all support provided to students has been recorded on OneSchool. Triage point for staff, students and parents relating to BAT. Conduct FBA assessments. Tier 2 and Tier 3 Support facilitation. Feed up to DPs.

**Melissa Knight** – Positive Behaviour Case Manager (Dean of Students 7&8). BAT role – report updates on above processes and share outcomes from meetings or important information relating to behaviour or attendance. Communicate with teachers of individual student's relevant outcomes from BAT Meeting. Action identified actions from meeting and record on OneSchool. Case management duties as stated above. Conduct FBA assessments. Tier 2 and Tier 3 Support facilitation. Conduct Classroom PBL Mentorship. Feed up to HOD Student Engagement & Wellbeing.

**Dolly Graham** - Positive Behaviour Case Manager (Dean of Students 9&10). BAT role – report updates on above processes and share outcomes from meetings or important information relating to behaviour or attendance. Communicate with teachers of individual student's relevant outcomes from BAT Meeting. Action identified actions from meeting and record on OneSchool. Case management duties as stated above. Conduct FBA assessments. Tier 2 and Tier 3 Support facilitation. Conduct Classroom PBL Mentorship. Feed up to HOD Engagement & Wellbeing.

**Annette Kuehl** - Positive Behaviour Case Manager (Dean of Students 11&12). BAT role – report updates on above processes and share outcomes from meetings or important information relating to behaviour or attendance. Communicate with teachers of individual student's relevant outcomes from BAT Meeting. Action identified actions from meeting and record on OneSchool. Case management duties as stated above. Conduct FBA assessments. Tier 2 and Tier 3 Support facilitation. Conduct Classroom PBL Mentorship. Feed up to HOD Engagement & Wellbeing.

**Christine Secis** – Tier 2 and Tier 3 Support Facilitator. Conduct Classroom PBL Mentorship. Feed up to HoD Engagement & Wellbeing.

**Brenda Pavichievac** – Behaviour Data. BAT role – ensure data is up to date and prepared prior to each BAT meeting. Update spreadsheets and OneSchool from minutes. Update OneSchool data sets and regional required data sets.

**Christine Palk** – Attendance Data. BAT role – ensure data is up to date and prepared prior to each BAT Meeting. Update spreadsheet and Oneschool from minutes. Refer individual students for follow up by identified staff in minutes and monitor actions in relation to referrals. Issue attendance notices, track absences under leadership HOD Engagement and Wellbeing and schedule attendance meetings with support staff where required.

**Simonne Clark** – Attend PBL meetings. Share minutes with all Deputies.

**Deputies** – Tier 2 support for referred students. Attendance at parent meetings. Monitor and track all Tier 2 and 3 intervention.



## Student Wellbeing and Support Network

Elanora State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Elanora State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Department Engagement and Wellbeing on the school phone number



- Providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised
- Developing an approach to wellbeing that supports the collective action of parents, support services and the wider community
- Demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community
- Explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing
- Making sure the physical environment and school policies and practices are accessible and inclusive of students and families
- Planning for opportunities to promote and celebrate the traditions, values and cultures of the school community
- Providing learning opportunities and environments that promote healthy lifestyle choices.

***We are Engaged***

***We are Respectful***

***We are Responsible***



Role	What they do
Head of Department Engagement & Wellbeing	<ul style="list-style-type: none"> <li>• leadership of Student Support Network to promote an inclusive, positive school culture</li> <li>• in conjunction with HOD Positive Culture &amp; Pedagogy lead PBL and Positive Education across the school</li> <li>• lead Behaviour and Attendance Team and the tiered approach to teaching of behaviour and disciplinary actions</li> <li>• lead Welfare Team and coordinate referrals to external support agencies</li> </ul>
Deans of Students	<ul style="list-style-type: none"> <li>• monitors attendance and behaviour data to identify areas of additional need</li> <li>• Positive Behaviour Case Manager</li> <li>• investigates major behaviour incidences</li> </ul>
Indigenous Teacher Aide	<ul style="list-style-type: none"> <li>• supports Indigenous students and their families with academic and attendance</li> <li>• connects with external agencies for support</li> <li>• liaises with Elders</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process</li> </ul>
Head of Data, Differentiation & Transition	<ul style="list-style-type: none"> <li>• coordinate transition to secondary for students moving from Year 6 to Year 7</li> <li>• monitors student academic data, arranges intervention for students in Years 7 to 9</li> </ul>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>• provides individual health consultations with assessment, support, health information and referral options related to:             <ul style="list-style-type: none"> <li>○ healthy eating and exercise</li> <li>○ relationships</li> <li>○ personal and family problems</li> <li>○ feeling sad, worried and angry</li> <li>○ sexual health</li> <li>○ smoking, alcohol and other drugs.</li> </ul> </li> </ul>
Chaplains	<ul style="list-style-type: none"> <li>• provides a comprehensive student support program within the school environment. Supports students one-on one or in group settings</li> <li>• liaises with parents, teachers and external organisations as part of the support process</li> </ul>
Heads of House	<ul style="list-style-type: none"> <li>• responsible for student welfare in each house</li> <li>• provides continuity of contact for students and their families through the six years of schooling</li> <li>• ensures students feel safe and comfortable and want to come to school</li> <li>• nurtures a sense of belonging to the home group and school.</li> <li>• assist to lead Positive Education across the school</li> <li>• builds positive relationships within the school community and assists students with friendship concerns</li> </ul>
Head of Senior School	<ul style="list-style-type: none"> <li>• coordinate pathways education for senior students</li> <li>• monitor academic data and arranges intervention for students in 10-12</li> <li>• supports students transitioning from school</li> </ul>
Deputy Principals	<ul style="list-style-type: none"> <li>• support students and families to ensure positive school environment</li> </ul>





It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Deputy Principal.

## 2024 Positive Culture Executive Team Roles and Responsibilities

	Name	Staffroom	Title	PBL Role
1	Rochelle Lewis	Admin	Principal	Principal ; Admin rep
2	Simonne Clark	Admin	DP	Team Leader
3	Michelle Hewison	WB Hub	HOD	Engagement & Wellbeing + PBL Coach+ FBA
4	Mick Watson	WB HUB	GO	Guidance Officer + FBA
5	Brenda Pavichievac	WB HUB	HOH	Data Analysis
6	Rose Dunton	SR4	HOD	Staffroom 4 Rep
7	Christine Secis	SR3	Teacher	PBL Classroom Mentor
8	Adam Quirk	SR4	HOD	Positive Acknowledgement
9	Hugo Brouste	HUB	Chaplain	Student Voice
10	Chelsea Bagley	HUB	Parent	Parents and Citizens Rep
11	Elissa Periott	HUB	Teacher	Student Mentors
12	Sarah King	SR3	HOD	Staff Positive Culture
13	Georgia Wakefield	WB Hub	HOH	Staff Positive Culture
14	Marnie Goodwin	SR4	Teacher	Staffroom 2 Representative
15	Danica Abood	SR3	Teacher	ATSI Co-Ordinator
16	Julianne Davies	SR1	HOD	Staffroom 1 Rep
17	Bella Layt	SR4	Teacher	Staffroom 4 Rep
18	Shannon Beamish	Admin	AO	Communications
19	Ebonie Brown	Admin	AO	Brand Manager
20	Di Westwick	WB Hub	TA	Data collation/Positive Acknowledgement
21	Annette Kuehl	WB Hub	Dean	PBL Classroom Mentor
22	Mel Knight	WB Hub	Dean	PBL Classroom Mentor
23	Dolly Graham	WB Hub	Dean	PBL Classroom Mentor

***Behaviour Hotline: 0478 275 082***

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