



The Code of  
**School  
Behaviour**  
Better Behaviour  
Better Learning



## STRATHPINE STATE SCHOOL

### ***Responsible Behaviour Plan for Students based on *The Code of School Behaviour****

#### **Rationale**

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Strathpine State School Community is committed to providing an environment in which students take responsibility for their own behaviour and learning.

Our School Community consists of students, parents, teachers, administration, teacher aides, ancillary staff, visiting teachers and specialists, local community members and organisations.

A Strathpine student consistently takes responsibility for his/her own learning and behaviours through being actively engaged in the learning environment and always displaying respect for self, others and their school.

It is the intention of Strathpine State School to develop the capabilities of students to self-manage the appropriate proactive or reactive behaviours that they may encounter in their daily routine.

The school community recognises that as with all other skills and knowledge, a student's position on the behavioural developmental continuum is dependant on the individual and their specific circumstances. This individuality therefore requires each behavioural incident, either positive or negative, to be seen as an opportunity to empower students to make choices which facilitate positive outcomes for themselves and other members of the school community.

The teaching of behaviours cannot be taught in isolation. Therefore a supportive school environment which fosters positive behaviour development at Strathpine State School is created by:-

- Ensuring all members of the school community feel safe and valued
- Social and academic outcomes being maximised to engage all learners
- All school community members displaying cultural awareness and embracing cultural diversity
- The implementation of quality practices in the area of curriculum, interpersonal relationships and school organisation
- A proactive approach being adopted by all members of the school community through defining, modelling and reinforcing the use of non-violent, non-coercive and non-discriminatory language and practices.



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## School beliefs about behaviour and learning

The guiding principles for all stakeholders in the Strathpine State School Community revolve around two key understandings:-

1. Every person has the right to learn and/or teach.
2. We are all responsible for our own actions

At Strathpine State School we operate with the following beliefs about behaviour and learning:-

- It is essential to provide learning opportunities that engage and challenge children whilst also enabling them the opportunity to experience success
- Learning by doing
- Learning is a life long journey
- Learning styles vary according to individuals needs
- It is essential all stakeholders work as a team
- Improvement of all skills is a continuous process
- Positive learning outcomes can be affected by emotional and physical health.
- Development of a positive self-image is essential to learning
- Expectations should be modelled/taught explicitly
- All stakeholders are accountable
- An inclusive and supportive environment is essential for all learners
- It is essential to acknowledge, value and celebrate the successes of the school community

These beliefs are reflected in our core values of care, cooperation, consideration, courtesy and commonsense. The core values are taught to each and every student at Strathpine State School as a major component of our “5C’s” personal growth program in Term 1 each year. These core values are frequently revisited throughout the year as opportunities for growth and development present themselves in the school and classroom settings.

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

### Whole-school behaviour support

Strathpine State School prides itself on being ‘.. a happy, healthy, safe and nurturing environment which cultivates the academic , social , emotional and cultural potential of all learners and supports students in becoming responsible participants who can make effective decisions in a changing society.’ (School Mission Statement –October 2005)

A whole school approach encompassing *The Code of Conduct* ,*The Student Protection Policy*, *The Code of School Behaviour*, *The Responsible Behaviour Plan for Students*, *The National Safe Schools Framework* and the principles of Positive School-Wide Behaviour Support ensure a caring and supportive school environment has been created in which students have the greatest opportunity to realize their academic, social, emotional, physical, cultural and moral potential.

A system of six behaviour levels (Honour, Merit, Responsible, Level 1, Level 2, Level 3 (see Appendix 1) exists at Strathpine State School. The aim of the levels is to identify and target specific assistance in accordance with individual student needs. Students are able to move throughout the levels and are provided with the necessary guidance and skill



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development to progress through the levels. The students are also assisted to understand what behaviours are required to prevent negative progress and where necessary explicit teaching of behaviour is encouraged through modelling, peer support and positive reinforcement.

The following whole school initiatives, systems and strategies have been developed and implemented at Strathpine State School in order to develop and foster an environment that fulfils our vision of children achieving their full potential in all areas of development. The school rules and expectations (Appendix 3) are taught explicitly at Strathpine State School and students are encouraged to maintain positive behaviours at all times.

<b>V A L U E  A L L</b>	<b>School</b>	<ul style="list-style-type: none"> <li>▪ Adoption of National Framework for Values Education</li> <li>▪ Implementation of The Code of School Behaviour</li> <li>▪ Establishment of productive partnerships throughout school community</li> <li>▪ School-wide ‘5Cs ‘ Program</li> <li>▪ Implementation of School Behaviour Levels to encourage, identify and support students to maintain and/or develop positive behaviour concepts and skills</li> <li>▪ Establishment of a strong, inclusive school spirit for all members of the school community (Student of the Week Certificates, Sports Awards, Assembly Sing-a-longs, School Picnics, Discos ,Multicultural Festivals, State Education Week Celebrations , Graduation Night ,School Concerts etc.)</li> <li>▪ Proactive identification of individual needs and early intervention planning by Special Needs Committee</li> </ul>
	<b>Classroom</b>	<ul style="list-style-type: none"> <li>▪ Inclusive curriculum</li> <li>▪ Engaging and stimulating curriculum content</li> <li>▪ Negotiated classroom rules</li> <li>▪ Development of students’ self-reflection and analysis of relationship between behaviours and outcomes</li> <li>▪ Implementation of a variety of classroom rewards to encourage and maintain positive behaviours</li> </ul>
	<b>Students</b>	<ul style="list-style-type: none"> <li>▪ Individual Support/Education Plans</li> <li>▪ Opportunity to further develop and refine behaviour skills through staff feedback and/or support</li> <li>▪ Provision of opportunities to develop leadership skills (Student Council, PRCSC meetings, Captaincy Program, Class Buddy program , Sports, Music and House Captains etc.)</li> <li>▪ Behaviour Certificates - self-reflection and analysis</li> <li>▪ Teacher Aide Support to assist development of student potential</li> <li>▪ Teacher Aide mentor program with students</li> </ul>
	<b>Staff</b>	<ul style="list-style-type: none"> <li>▪ Implementation and adoption of Education Queensland’s Code of Conduct</li> <li>▪ Development and implementation of Productive Pedagogies</li> <li>▪ Professional development to facilitate adoption of ‘best practice’</li> <li>▪ Maintenance of a collaborative approach to facilitate positive behavioural outcomes</li> <li>▪ Positive Role Modelling</li> <li>▪ Collegial support (Admin, G.O., LST, SEC, Special Needs Committee, Year Level etc.)</li> </ul>
	<b>Parents</b>	<ul style="list-style-type: none"> <li>▪ Implementation and adoption of Education Queensland’s Code of School Behaviour</li> <li>▪ Productive partnership between parent, class teacher and school</li> <li>▪ ‘Open door ‘ policy encouraging parental involvement in school routines, functions and decision making processes</li> <li>▪ Open communication through class/school newsletters, communication books, assemblies and open days</li> <li>▪ Development of a strong, vibrant and active Parents and Citizens’ Association</li> </ul>





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**Targeted behaviour support  
 Supporting Students displaying inappropriate behaviour.**

Students who require additional help to achieve and maintain an acceptable standard of appropriate behaviour attain Level 1 and Level 2 behaviour status. Students in these categories receive additional proactive intervention from two or three people respectively, in order to help the student develop an understanding of the rights, responsibilities and respect for self and others that is necessary to maintain a positive and productive position within the school community.

The support undertaken at this stage is directed at maintaining and strengthening the students engagement in learning and fostering the development of an environment and skill level that allow the student to make positive behaviour choices. Students requiring Targeted Behaviour Support may receive individualised support as outlined in appendix 2.

<p><b>Curriculum Adjustments</b></p>	<p>To strengthen Level 1 and Level 2 students level of academic engagement the following measures are carried out:</p> <ul style="list-style-type: none"> <li>▪ Engaging curriculum/real life experiences (connectedness).</li> <li>▪ Appropriate level of work.</li> <li>▪ Physically appropriate work materials.</li> <li>▪ Catering for different learning styles/genders.</li> <li>▪ Catering for individual abilities.</li> <li>▪ Catering for cultural differences.</li> <li>▪ Class buddies</li> <li>▪ Teacher Aide, LST or SEC support for students with learning difficulties.</li> </ul>
<p><b>Verbal</b></p>	<p>To assist students who are having difficulties making positive behaviour choices a clear concise understanding of non-appropriate and appropriate behaviours is required by all stakeholders. This is facilitated through:</p> <ul style="list-style-type: none"> <li>▪ Labelling positive behaviours.</li> <li>▪ Praise.</li> <li>▪ Targeted direction giving.</li> <li>▪ Use of “common language” throughout the school.</li> </ul>
<p><b>Non-verbal</b></p>	<p>An awareness of nonverbal cues to assist the making of positive choices by students is taught and practiced by members of the school community proactively using:</p> <ul style="list-style-type: none"> <li>▪ Eye contact</li> <li>▪ Facial cues.</li> <li>▪ Proximity.</li> <li>▪ Negotiated gestures.</li> <li>▪ Body language</li> <li>▪ Behaviour/Reward/Positive Reinforcement Charts</li> </ul>
<p><b>Increased Attention</b></p>	<p>The provision of positive attention in order to proactively influence student outcomes and provide support to students after critical incidents is undertaken through:</p> <ul style="list-style-type: none"> <li>▪ Pre-activity preparation.</li> <li>▪ Establishment of “Chill Out” zones as a harm minimization strategy</li> <li>▪ One on one support with teacher.</li> <li>▪ Restorative chats.</li> <li>▪ Support T.A., LST, G.O., SEC.</li> <li>▪ Mentors (adult/peer).</li> <li>▪ Peer tutoring.</li> </ul>





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<p><b>Communication within the school community</b></p>	<p>It is recognized that Productive Partnerships are essential to maximizing student outcomes. The creation of quality communication between all stakeholders is central to the attainment of this goal. The following measures are undertaken to create pathways for sharing information:</p> <ul style="list-style-type: none"> <li>▪ Open door policy (joint problem solving/celebration of successes).</li> <li>▪ Communication books.</li> <li>▪ School Newsletter.</li> <li>▪ Class Newsletter.</li> <li>▪ School Assemblies</li> <li>▪ ICT usage (website, email).</li> <li>▪ Informal and formal Parent/Teacher, Parent/ Admin, Admin/Teacher discussions.</li> <li>▪ Celebratory Days e.g. Sports Events, Multicultural Days, Education Week, Concert, Graduation, Spring Picnic, Buddy Picnic, Under 8's Week, School Disco.</li> </ul>
<p><b>Added responsibilities – meaningful roles</b></p>	<p>Level 1 and 2 students often benefit from the development of self-esteem and the opportunity to experience positions of responsibility. The position of responsibility can enhance the students' sense of belonging and connectedness with the classroom and/or school. This can be facilitated by classroom/school jobs through earned positions such as:</p> <ul style="list-style-type: none"> <li>▪ First Aid monitor.</li> <li>▪ Flag Monitor.</li> <li>▪ Pet Monitor.</li> <li>▪ Book Monitor.</li> <li>▪ Peer Tutoring/Mentoring.</li> <li>▪ Computer Monitor.</li> <li>▪ Bush House Brigade.</li> </ul>

**Intensive behaviour support**

Students at Strathpine State School who are displaying high level and/or frequency of inappropriate behaviours are generally classified as 'Level 3'. Students in this category receive Intensive Behaviour Support in order to provide intervention strategies that create positive pathways to develop skills and competencies that allow the student to successfully re-engage academically, socially and emotionally.

The management and support of students at Level 3 involves the following steps with specific strategies undertaken as required by the individual needs of the student, parent(s), class teacher involved:

<p><b>Case Management</b></p>	<ul style="list-style-type: none"> <li>▪ Principal or Deputy Principal working with the classroom teacher act as case manager.</li> <li>▪ Parent/Teacher/Admin/Agency Conferences.</li> <li>▪ Development and implementation of Individual Behaviour Support Plan.</li> <li>▪ Observation/data collection/functional behaviour analysis.</li> <li>▪ Special Needs Committee referral.</li> <li>▪ AVT (BSC, HI, PI, SLI, II, ASD) referral for consultation or support as required by individual case requirements.</li> <li>▪ Guidance Officer referral/assessment.</li> </ul>
<p><b>Preventative</b></p>	<ul style="list-style-type: none"> <li>▪ Explicit teaching of behaviour skills.</li> <li>▪ Positive role modelling of behaviours by all staff members.</li> <li>▪ Positive behaviour support.</li> </ul>





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	<ul style="list-style-type: none"> <li>▪ Productive Partnerships – community, school, classroom, students.</li> <li>▪ Effective pedagogy.</li> <li>▪ Engaging curriculum.</li> <li>▪ Effective classroom organization.</li> <li>▪ Common expectations/values/beliefs and goals.</li> <li>▪ Inclusive processes.</li> <li>▪ Supported play environment.</li> </ul>
<b>Supportive</b>	<ul style="list-style-type: none"> <li>▪ Implementation of supportive teaching strategies to meet individual student needs.</li> <li>▪ Guidance Officer Intervention</li> <li>▪ L.S.T assistance/intervention</li> <li>▪ Teacher Aide assistance (classroom/supported play)</li> <li>▪ S.E.C. assistance/intervention</li> <li>▪ Sunshine Coast South Positive Learning Centre – POWER program, MYCP, L.E.O.</li> <li>▪ Interagency Support – CYMHS, DOCS, SCAN, CDU, J.A.B., Youth Justice, Pine Rivers Neighbourhood Centre (Triple P/Seasons for Growth).</li> <li>▪ Modified education program.</li> </ul>
<b>Corrective</b>	<ul style="list-style-type: none"> <li>▪ Individual Behaviour Support Plans.</li> <li>▪ Individual Behaviour Monitoring Cards.</li> <li>▪ Individual behaviour support sessions (skill development).</li> <li>▪ Buddy Classroom system.</li> <li>▪ Mediation, restorative chats and community conferencing.</li> <li>▪ Internal, external suspensions as required by individual circumstances, for the attainment of positive behavioural outcomes.</li> </ul>

## Consequences for unacceptable behaviour

Strathpine State School recognises it is essential if the development of positive student behaviours is to occur, students need supportive, educative and non-inflammatory assistance when inappropriate behaviours are displayed. The development of responsive strategies also needs to be fair, logical and consistent throughout the classroom, and school in general, whilst also taking into account the varying influences and needs of the individual students involved and the needs and rights of the school community.

Strategies for managing unacceptable behaviour at Strathpine State School:-

### Classroom Management –

- Prompting student (5C's display chart)
- Developing clear and concise expectations and responsibilities
- Provide clear and concise redirection of instructional directions
- Verbal/visual cues
- Proximity
- Positive reinforcement to appropriate behaviours of peers
- Tactical ignoring
- Consistent classroom expectations across the school

### Restatement/Rule Reminders –

- Reminding student of the 5C's.
- Restate rules



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- Restate specific direction
- Give directed choice (When you ..... Then you.....)

#### **Time Away/Time Out –**

- Self-withdrawal to ‘Chill Out Zone’
- Time out in designated area
- Time out in supportive classroom
- Time Out with Administration
- Supported Play

Effective use of these strategies is underpinned by the quality of the re-entry for the student. Re-entry provides the platform to develop the knowledge and skills of appropriate behaviours/replacement behaviours that will reduce the need for future exiting.

#### **Recording, Analysing and Reporting Inappropriate Behaviour Data –**

- Anecdotal notes
- Detention book entries
- Administration Behaviour Referrals
- Managing Student Behaviour data
- Functional Behaviour Analysis and other data collection

#### **Communication –**

- Communication book
- Parent, Student and Teacher meeting
- Parent, Student, Teacher and Administration meeting

#### **Teacher and Student Plan of Action –**

- Restorative Chats
- Development of clearly understood targeted behaviour goals, rewards and consequences
- Development and implementation of Behaviour Improvement Plans
- Referral Detention Room
- School Behaviour Level criteria discussion

#### **School Intervention –**

- Conflict resolution/mediation sessions
- Restorative Chats/Conferences
- Development of Individual Behaviour Support Plans
- Individual Behaviour Contracts
- Special Needs Committee referral
- Classroom support (G.O., L.S.T., Teacher Aide, S.E.C.)
- Targeted behaviour support (G.O. Teacher Aide, S.E.C., playground support)
- Targeted Skill sessions (bullying, anger management, smoking etc.)
- Cautionary discussion – regarding Change of School Behaviour Level with student
- Change of students School Behaviour Level – parent notification

#### **External Assistance –**

- Referral and Intervention from Behaviour Support Consultant, AVT (I.I., H.I., P.I., S.L.I. ASD etc.)
- Internal and external formal observation, assessment and analysis by external agency
- Sunshine Coast South Region Positive Learning Centre – POWER Program.
- Sunshine Coast South Region Learning Engagement Online Project (L.E.O.)
- Sunshine Coast South Region Mothers and Young Children’s Program (MYCP)
- Interagency Referral (CYMHS, C.D.U., Paediatrician, DOCS, Youth Justice, etc.)

#### **Monitoring and Review –**

- Special Needs Committee reports



- Case Conferences with stakeholders
- Student self-reflection and goal setting
- Adjustments to Individual Behaviour Support Plan



#### **Suspension Procedures –**

- Implementation of Education Queensland policy SM-16 Student Disciplinary Absences



#### **Recommendation for Exclusion –**

- Implementation of Education Queensland policy SM-16 Student Disciplinary Absences



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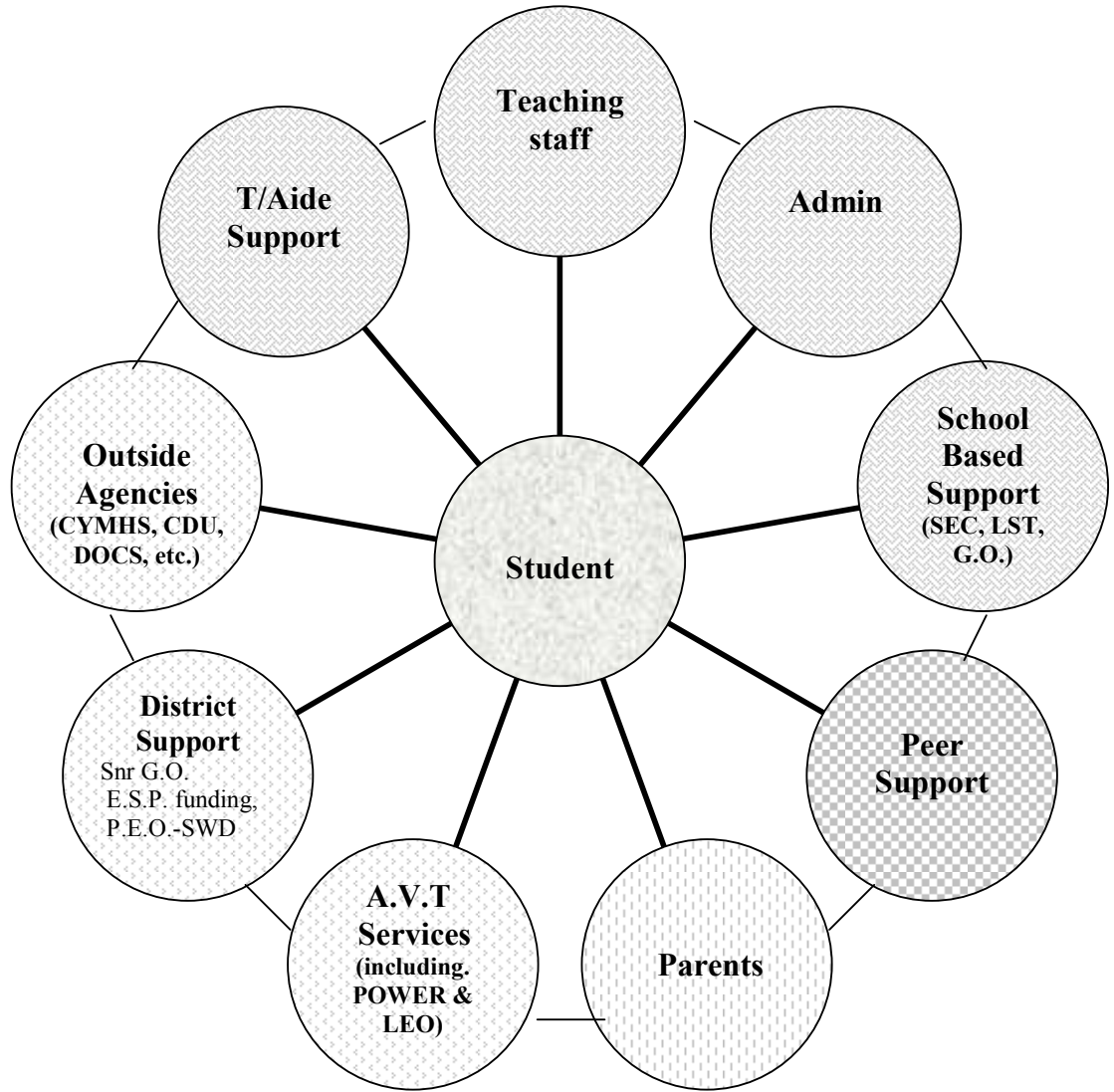
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## The network of student support

Strathpine State School



## Providers of support to student.



Agency



School



Family



Peer



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## Consideration of individual circumstances

The aim of any intervention provided to students displaying unacceptable behaviour is to break the cycle of poor behaviour choices and return the student to positive decision making processes.

At Strathpine State School it is imperative that the whole child is taken into account when developing behaviour plans which consider the diverse influences of culture, socio-economic status, special needs/disabilities and family environments.

To facilitate meaningful intervention careful consideration is also given to:

- the student's age
- disabilities
- emotional well-being
- family support
- prior behaviours/history
- severity of the incident, amount of substantiated evidence
- involvement of others as antecedents
- intent, ownership of inappropriate behaviours and remorse.

Any single or combination of factors mentioned may require additional strategies, not mentioned previously, to be put in place or in rare cases more severe strategies such as suspension or exclusion according to Education Queensland Policy.

At Strathpine State School the outcome of any intervention strategy put in place is the consideration of the needs, rights, safety and overall maximization of learning for all students including the child who has displayed inappropriate behaviours.

## Related legislation

- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Workplace Health and Safety Act 1995*
- *Workplace Health and Safety Regulation 1997*
- *Freedom of Information Act 1992*

## Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SMS-PR-018: Information Sharing under Child Protection Act 1999](#)
- [SMS-PR-008: Family Law Matters Affecting State Educational Institutions](#)
- [SMS-PR-019: Mature Age Students](#)
- [SMS-PR-017: Enforcement of Compulsory Education Provisions](#)
- [SMS-PR-031: Flexible Arrangements](#)
- [SCM-PR-005: School Security](#)



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- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [HLS-PR-012: Curriculum Activity Risk Management](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [CRP-PR-005: Drug Education and Intervention in Schools](#)
- [HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions](#)
- [CMR-PR-001: Complaints Management](#)
- [LGS-PR-002: Freedom of Information](#)
- [SMS-PR-001: Publishing Student and Staff Information on School Web Sites](#)
- [IFM-PR-004: Managing Electronic Identities](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [SMS-PR-024: Internet - Student Usage](#)
- [WFR-PR-005: Code of Conduct](#)
- [SDV-PR-001: Employee Professional Development](#)

### Some related resources

- National Safe Schools Framework ([ncab.nssfbestpractice.org.au/resources/resources.shtml](http://ncab.nssfbestpractice.org.au/resources/resources.shtml))
- National Framework for Values Education in Australian Schools ([www.valueseducation.edu.au](http://www.valueseducation.edu.au))
- National Framework for Values Education in Australian Schools – Queensland ([www.education.qld.gov.au/curriculum/values/](http://www.education.qld.gov.au/curriculum/values/))
- National Safe Schools Week [www.safeschoolsweek.dest.gov.au](http://www.safeschoolsweek.dest.gov.au)
- Bullying. No Way! ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au))
- MindMatters ([www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters))
- School Wide Positive Behaviour Support ([www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668))
- Code of Conduct for School Students Travelling on Buses <http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>

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Principal

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P&C President or  
Chair, School Council

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Regional Executive Director or  
Executive Director (Schools)



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## BEHAVIOUR LEVEL TABLE

## Appendix 1

LEVEL	CRITERIA
Honour	<p>Students follow the standards of conduct expected of students at Strathpine State School.</p> <p>Students are helpful and considerate, respectful of the rights of others.</p> <p>Students display exemplary conduct and provide support for the teacher with classroom management.</p> <p>Students' exemplary behaviour provides a positive role model for other students and offers assistance across the whole school.</p>
Merit	<p>Students follow the standards of conduct expected of students at Strathpine State School.</p> <p>Students are helpful and considerate, respectful of the rights of others in the school.</p> <p>Students display commendable conduct and provide support for the teacher with classroom management.</p> <p>Students are seen to influence fellow classmates in a positive manner.</p> <p>Students are assisted to develop personal behaviours, strength and leadership skills in order to become a positive role model and assist others throughout the whole school.</p>
Responsible	<p>Students follow the standards of conduct expected of students at Strathpine State School.</p> <p>Teachers continue to support students to fine tune personal behaviour characteristics and develop their ability to positively influence the behaviours of their peers.</p> <p>Students are helpful and considerate, respectful of the rights of others in the school.</p>
Level 1	<p>Student has committed breaches of the behavioural code</p> <p>Class teacher assists student to manage behaviour and further develop behaviour concepts and skills that have yet to be fully established. (two people)</p>
Level 2	<p>Student has continued with unacceptable behaviours for which he/she was counselled during Level 1 phase</p> <p>Student has failed to follow advice or utilise support and has repeatedly breached the Student Code of Conduct</p> <p>Two adults assist/support the student to develop appropriate skills and/or manage his/her behaviour (three people)</p>
Level 3	<p>Student has continued with the unacceptable behaviours for which counselling and support was provided in the Level 2 phase.</p> <p>Student has continually failed to follow the advice of teachers and Administration and has repeatedly breached the Student Code of Conduct expected in the school, or displayed high level inappropriate behaviours.</p> <p>Three adults assist/support student to develop appropriate skills and/or manage his/her behaviour (four people)</p>



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## Targeted Behaviour Support

## Appendix 2

A small group of children within the school may require Targeted Behaviour Support. These children are the 10 – 15 % of the school population who have additional needs in order to regain responsibility for their own behaviour.

Once a child has been identified for Targeted Behaviour Support, the classroom teacher, in consultation with the Special Needs Teachers and School Administration aims to identify: specific behaviours, possible antecedents and proactive and reactive strategies. This information is then used to develop and implement an Individual Management Plan.

The Individual Support Plan includes:

- Positive reinforcement – rewards
- Classroom strategies
- Suggestions for classroom program modifications
- Home-School communication proforma
- Risk management plan
- Major stakeholders/identified support networks
- Additional support requirements i.e.: playground support, specialist lessons support
- Curriculum adjustments

Playground Support includes:

- Support person in the playground to assist with conflict resolution, positive choice making, and positive peer selection.
- Safe area within the SEC for time out, quiet space etc.
- Structured games and play time in the SEC and school playground to assist in the development of social skills like: turn taking, sharing, losing gracefully, using manners, following directions, dealing with conflict/anger and compromise.

The plan is regularly reviewed by the team and adaptations made as necessary.



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## Strathpine State School Key Rules and Expectations

The five core values of Strathpine State School are reflected in the five key rules which are used to establish the overall expectations of student behaviour at Strathpine State School. These key rules are:-

1. Students should display **COURTESY** to all members of the school community (i.e. good manners, respect and privacy).
2. Students should show **CONSIDERATION** to all members of the school community.
3. Students should demonstrate **CO-OPERATION** at all times with all members of the school community.
4. Students should exhibit **CARE** for self, others and property within the school community and environment.
5. Students should apply **COMMON-SENSE** to all aspects of life as a member of the Strathpine State School community.

It is recognised within the school that the five key rules is not an exhaustive nor definitive list of operational rules and from time to time, depending on specific individual student, class and school needs, specific rules and expectations will need to be negotiated within classrooms and/or implemented within the school in order to maintain ‘*a happy, healthy, safe and nurturing environment which cultivates the academic , social , emotional and cultural potential of all learners and supports students in becoming responsible participants who can make effective decisions in a changing society.*’(School Mission Statement –October 2005)

For example, within the keeping of the philosophy of Strathpine State School’s 5C’s we as a school community do not condone the use of any electronic recording of school members without prior permission being given by the school’s administration.