



ST TERESA'S COLLEGE
— ABERGOWRIE —

Positive Culture
for Learning

Staff Handbook

We are **Respectful, Safe Learners**

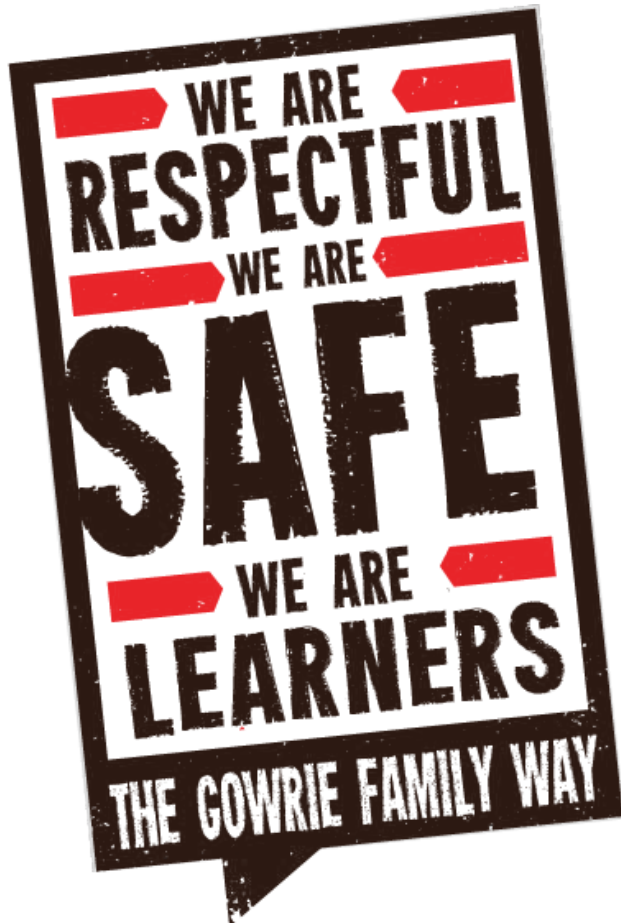
THE GOWRIE FAMILY WAY

Acknowledgement *of Country*

We would like to acknowledge the traditional custodians of the land that we meet, live and work on, the Warrgamay People. We pay our respect to the elders' past present and emerging and recognize the strength, resilience, capacity and important contributions that our First Nations' people have made to Australian society and to education in particular. We extend this acknowledgement to the elders of the communities from which all the young men at our College belong. May we continue to walk beside each other as we grow Abergowrie Family's emerging leaders.



The Gowrie PCL Team



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The Gowrie Family Way

Whole School Approach (Positive Culture for Learning)

St Teresa's College Abergowrie, is a Catholic secondary boys boarding college located in the Herbert River Valley, 38 km from Ingham, situated on Warrgamay land. We are an inclusive community, embracing families from the Australian mainland and islands. Within the college, more than 40 communities are represented and as many as 70 languages and dialects are spoken. Many faith traditions live in our community, enriching the living of the message of Jesus Christ and sharing in the truth and challenge of the Gospel.

Purpose Statement

St Teresa's College, Abergowrie strives to:

- create a home away from home and purposely build an inclusive, safe, life giving environment.
- create an Abergowrie family where the spirit of Jesus Christ is joyfully embraced and evidenced.
- create a learning environment that is relevant, appropriate and authentic to the needs of all students, in line with Townsville Catholic Education Office curriculum guidelines.
- create effective programmes that innovatively engage students to grow into successful, good men.
- create an environment of outreach within the College, drawing on the charism of Blessed Edmund Rice.

Vision Statement

“St Teresa's College Abergowrie in partnership with families and communities, is dedicated to growing good men and providing a meaningful education in the spirit of Jesus Christ.”



Purpose

St Teresa's College, Abergowrie strives to:

At St Teresa's College, all young people will have access to:

- the best educational opportunities and outcomes possible; and
- feel a sense of belonging and safety while living and learning at the college.

We strive to create a culture of responsive and engaging learning that improves wellbeing and achievement, values diversity and responds to each student's needs and interests.

St Teresa's College is committed to providing a safe, respectful and inclusive learning environment for young people and staff, and the wider community, where young people have opportunities to:

- engage in quality learning experiences; and
- acquire values supportive of their lifelong wellbeing.

This Positive Culture for Learning Handbook is designed to support staff to facilitate high expectations and high standards of behaviour so that the learning and teaching in our college can be effective and young people can participate positively within our college community and further enhance our Positive Culture for Learning.

Consultation

St Teresa's College developed this plan in collaboration with our staff, students, parents and the wider college community. Focused analysis of data relating to attendance, behaviour incidents, including positive data, and school disciplinary absences occurs as regular practice within our whole school Positive Culture for Learning processes and systems.

Our school rules have been agreed upon and endorsed by all staff, students and our school Community Consultation Committee.

The St Teresa's Positive Culture for Learning processes and consequently this handbook will undergo annual reviews, evaluations and updates to reflect changing circumstances, data and staff.

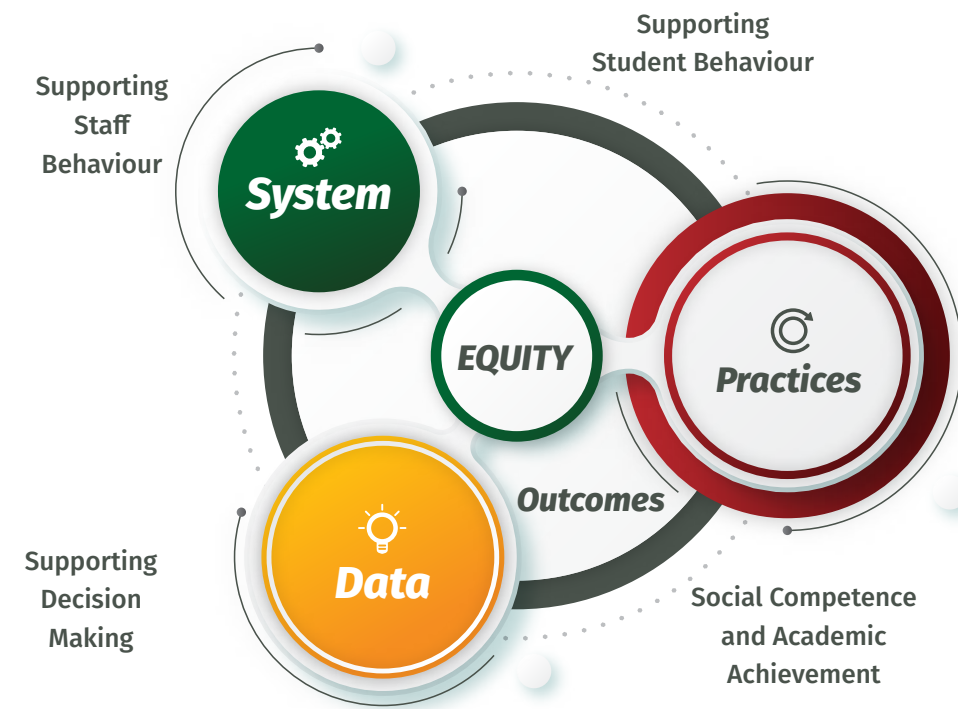


Introduction

At St. Teresa's College, we create our **Positive Culture for Learning** using a research validated, **whole school framework PBL (Positive Behaviour for Learning)** to establish positive behaviours for learning.

PBL is not a program. It is an **organisational framework** for identifying, adopting and applying evidence-based practices **for building and supporting academic and social success for all young people**. PBL ensures that all young people have the social and emotional skills needed to succeed in school and beyond. PBL assists schools to **teach young people expected social behaviours** and, when implemented with integrity, it is an effective strategy for preventing school-based behaviour problems including violence and bullying. Teaching and supporting social behavioural skills creates behavioural health in the young person and contributes to improving the effectiveness of academic support systems.

PBL applies **data-based decision making** to improve discipline, academic and social and emotional learning outcomes for learners. Not all young people come to school with the necessary social and behavioural skills required for success in the college environment. If **behavioural**



problems are conceptualised as behavioural errors, rather than signs of a psychopathological condition 'inside' the child, more opportunities exist for educators to instil and support behaviours appropriate to the setting using standard instructional practices.

Just as for academic errors, social behavioural errors can rapidly become chronic and are typically more difficult to change if intervention is not timely. PBL was developed by teachers and is grounded in a research-validated, learning theory of behaviour. PBL empowers educators to support student behavioural change through **explicitly teaching expected school behaviours**.

Importantly, the PBL framework assists education settings to identify, adopt and more effectively apply evidence-based practices which build and support positive environments for young people's academic and social success.

Educators at St. Teresa's College explicitly teach all young people expected college behaviours and **provide positive feedback** to young people for demonstrating them. It is a case of focusing on what we want to see rather than on what we do not want to see. This is a fundamental teaching principle. Reducing inappropriate behaviour frees up more time for instruction and engagement in learning.

The goals of implementing PBL at St. Teresa's College are: a decrease in reactive behaviour management; an **increase in active prevention**; an **improved classroom and college climate** for young people, staff and visitors; **maximum academic achievement** and minimal disruption; and an **improvement of support** for young people with complex emotional and behavioural challenges as well as academic difficulties.

Learning and Behaviour Statement

Learning and Behaviour Statement

At St. Teresa's College, all young people have access to the **best educational opportunities and outcomes possible**. We strive to create a culture of **responsive and engaging learning** that improves wellbeing and achievement, values diversity and responds to a young person's needs and interests. We **communicate high expectations and successes** to the whole school community through a common language, assemblies/ evening roll call, posters, newsletters, the school website and social media opportunities. At St. Teresa's College, we use a research validated, **whole school framework** to establish positive behaviours for learning. The first step in facilitating and promoting high standards of positive behaviour is **communicating** those standards to all young people. At St. Teresa's College, we emphasise the importance of **directly teaching** young people the behaviours we want them to demonstrate at the college.

Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all young people to encourage high expectations for positive behaviour and schooling and life success. Staff engage in **active supervision** at all times which requires focused attention and intentional observation. This constant vigilance helps young people to learn safely. This is monitored through classroom and residential observation and **behaviour data collection**. Further **specialised strategies** are implemented for young people who may require further support and intervention to achieve college success.



Our college community has agreed on the following rules:

WE ARE RESPECTFUL, WE ARE SAFE, WE ARE LEARNERS.

St. Teresa's College has embedded a **restorative and trauma informed philosophy** with a whole college priority of promoting **positive relationships, student and staff wellbeing, resilience and connectedness**. Our restorative approach means that if an incident requires more significant intervention, St. Teresa's College supports the community to reflect, repair and reconnect respectfully. Restorative conversations can be structured or unstructured, the ultimate aim being an increasing understanding of self and others, with a focus on relationships rather than behaviours.

Positive relationships are at the centre of a proactive approach to classroom management. Building positive relationships helps to create a positive classroom environment that supports student learning and engagement. At St. Teresa's College, we emphasise the importance of trust and positive relationships between staff and young people, young people and their peers, and with the wider college community. Of further importance to our Positive Culture for Learning is the **acknowledging and providing feedback** for positive behaviours. This may include: verbal praise, awards on parade, individual students receiving Gowrie Tokens, end of term celebrations, positive postcards sent home etc.

Inappropriate behaviour is seen as a learning error and we take an **instructional approach** to addressing these errors, in order to assist the young person to find more socially acceptable behaviours and achieve positive outcomes. Consequences for behaviour are determined by **considering each individual's circumstances** and identifying the most appropriate action.

Behaviour data is recorded on Compass and Reach, the College's software suites that are used in schools throughout the Townsville Diocese to run safe, secure, sustainable and consistent reporting and administrative processes. It supports teachers and administrators with student management, curriculum and assessment management. Data collected is used to **find appropriate solutions for areas of focus** across the college.

St Teresa's College | Young People and Staff Wellbeing and Support Network

St Teresa's College is proud to have a **comprehensive Wellbeing & Support Network** in place to help the social, emotional and physical wellbeing of every young person. In addition to the assistance provided by class teachers and residential staff, we have a team of professionals whose dedicated roles are to help ensure our school is **an inclusive, nurturing environment**.

Our young people can approach any trusted school staff member at St Teresa's College to seek assistance or advice. If they are unable to assist they will provide guidance and help to ensure the young person is connected to the appropriate representative of the Wellbeing and Support Network.



Whole College Approach

St Teresa's College is a Secondary boarding college and as such our Positive Culture for Learning approach requires **all staff across Day School and Residential settings, along with support and ancillary staff to be a part of creating a positive, safe and supportive environment** for all students and staff at the college at all times.

At St Teresa's, our vision for how we relate to one another and Country is **grounded in Cultural understandings** as well as **Catholic Social Teachings**. This supports us as we work collectively with First Nations peoples and the Catholic Church towards a just society where the dignity of all people and Connection to Country is recognised. The foundations to how we relate to one another and Country is based on **Human Dignity, the Common Good, Solidarity and Stewardship of Creation** (Care for Country). **Communication, collaboration, cooperation, consistency and compassion** are essential for success in the building and maintaining of The Gowrie Family Way.



Consideration of Individual Circumstances

Staff at St. Teresa's College **consider young people's individual circumstances**, such as their behaviour history, ability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations and responding to inappropriate behaviour. As a college our preference is to use Restorative approaches wherever possible.

In considering the individual circumstances of each young person, we recognise that **the way we teach, the support we provide and the way we respond to young people will differ**. This reflects the principle of equity, where every young person 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 young people need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For some young people, the use of certain consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our staff and principal consider with each individual young person in both the instruction of behaviour and the response to behaviour.

Staff are also **obliged by law to respect and protect the privacy of individual young people**, so while we understand the interest of other young people, school staff must take all matters, such as bullying, very seriously and will address them appropriately. We expect that staff, families and young people will respect the privacy of other young people and families.



Universal Supports / Tier 1

Building, Maintaining & Restoring Relationships

At St Teresa's College we believe the foundation to providing the best opportunity for our young people to: **belong** to our college, **engage purposefully** and **experience success** is the building and maintaining of positive relationships with them and their families.

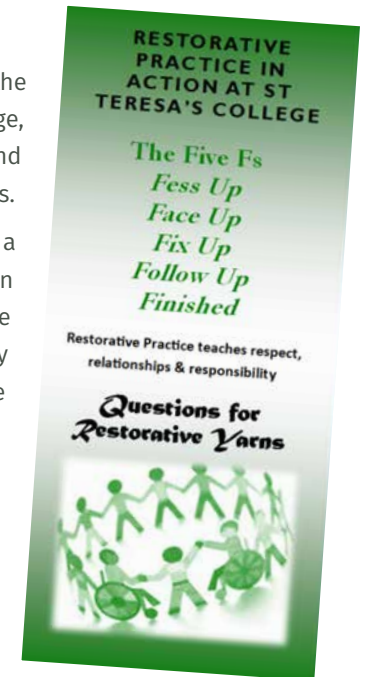
It is inevitable that issues and conflicts will arise at times and a focus on restoring relationships is an essential part of staying in relationship with each other. As a college we engage in Restorative Practice to support our Positive Culture for Learning. We use every possible opportunity to educate our young people about the consequences of actions on both self and others.

At an appropriate time when there is low risk of re-escalation, we help the young person to:

- identify the sequence of events that led to the behaviour,
- pinpoint decision moments during the sequence of events,
- evaluate decisions made,

- acknowledge any harm that may have been caused,
- identify acceptable decision options for future situations
- repair any harm caused.

This belief is reflected in the General Capabilities within the Australian Curriculum through the Personal and Social Capabilities.



Building, maintaining and restoring relationships.

At St Teresa's College we believe the foundation to providing the best opportunity for our young people to: **belong** to our college, **engage purposefully** and **experience success** is the building and maintaining of positive relationships with them and their families.

TIPS

BUILDING RELATIONSHIPS

- Share your story (e.g. introductory PowerPoint)
- 'Get to know you' activities (e.g. personal ID card)
- Draw my home community (highlight significant places)
- Facilitate conversation (e.g. ask how they are settling in, ask about family & home community, interests)
- Welcome signs
- Greet students at the classroom door
- Take time to say "Hi" when you see them around the college
- Take part in afternoon activities
- Share a laugh
- Learn some words in young people's home language
- Invite lunch in the dining hall and chat with students
- Make positive phone calls, emails to family or send positive postcards

MAINTAINING RELATIONSHIPS

- Remember things they tell you and talk about them at a later date
- Unconditional positive regard, every day is a new day
- Attend sporting events and cheer them on
- Attend students at the beginning of lessons and farewell at the end of lessons
- Be consistent in your actions
- Check in with students or other day & residential staff if you are at all concerned something is wrong
- Attend cultural activities and events

REPAIRING RELATIONSHIPS

- Apologise if you make a mistake (it earns you respect & models taking responsibility for actions)
- Follow up with students when issues or conflict arise to talk it out (Use Restorative prompts to assist)
- Let young people know mistakes are opportunities to learn
- Welcome them back into the space

Resources

- [Ideas for building, maintaining and restoring relationships](#)
- [RP Yarn prompt questions for restoring relationships](#)
- [Restorative Yarn Process](#)

Establishing Expectations

A crucial first step in facilitating standards of positive behaviour is **communicating those standards to all young people and staff**. Our values and expectations have been **developed collaboratively, are fair, applied consistently, and modelled by all**.

St. Teresa's College implements the following proactive and preventative processes and strategies to support behaviour:

- Positive Culture for Learning as an integral part of the College's Annual School Improvement Plan;
- Induction programs in the St. Teresa's College Positive Culture for Learning delivered to new families, as well as new and relief staff;
- Implementation of PCL Classroom Systems;
- Opportunities for staff self-reflection through Classroom Profiling, self &/or peer Classroom PCL observations
- A dedicated section of the college newsletter, enabling parents to be actively and positively involved in college behaviour expectations;
- Actively engaged Pastoral Support Team, with wellbeing and inclusion integrated into support for young people;
- Implementation of College Wellbeing Team;
- Individualised Learning Profiles developed to support students consistently across all classroom and non-classroom settings;

- Implementation of the Emerging Leaders programme to encourage and support student academic success and engagement;
- Whole school commitment to Stronger Smarter principles;
- Implementation of Trauma Aware practices; and explicit teaching of Restorative Practices for young people.
- Engaging with Many Tracks to create and enact a culturally responsive social-emotional wellbeing and resilience school-wide strategy to ensure safe and meaningful boarding school experiences.

Values and Expectations are communicated to young people via a number of strategies, including:

- Visual representations present in all areas of the college;
- Explicit teaching of expected behaviours conducted by staff;
- Reinforcement on assembly and during active supervision by staff; and
- Inclusion in the enrolment package.



A matrix of behavioural expectations in specific settings has been attached to each of our three school values (The Gowrie Family Way). This matrix outlines our Social Skills Curriculum – our agreed expectations and definitions of appropriate social behaviours in all college settings.

THE Gowrie Family WAY											
	At Gowrie in all areas	On the Outdoor Areas	Dining Hall	Under 5s and Learning Spaces	Toilets	Office & Medical Centre	Assembly & Chapel	Chaplaincy / IT Usage	Recreation	Office & an Extension	Pool
We are RESPECTFUL	• We arrive on time and attend all classes and activities (e.g. roll call, meals) • We use school language and volume • We care for country and our surroundings • We wear our uniform with pride • We value others' opinion • We ask permission to use other's property • We play in the correct areas • We follow all staff instructions • We include others	• We listen and respond to bells and routines	• We clean up after ourselves • We are grateful for our food and take only what we need • We are dressed for school before breakfast • We remove our hat, wear shoes and shorts • We keep food and utensils inside the dining hall	• We respect the rights of others to work and learn • We keep our school graffiti-free • We move quietly	• We keep the toilets clean and graffiti-free • We respect the privacy of others	• We are patient • We use quiet and respectful "inside voices" • We stay in the student area	• We follow Chapel protocols • We enter quietly, take a seat quickly and reflect silently because we are in a sacred space • We remove our hats, sunglasses and place bags under our seats	• We follow instructions for use of technology • We return all Chromebooks and place them on charge before leaving class • We use headphones, only when directed • We treat computers and equipment with care	• We cooperate with staff • We hand in school uniforms in the afternoon • We cooperate with morning wake up routine • We keep away from staff accommodation	• We ensure buses are clean and tidy • We listen to the presenter • We respect the environment and wildlife • We respect the driver at all times • We wear appropriate clothing and footwear	• Return any equipment used before leaving the pool area • We show respect to others using the pool area for personal development
	We are SAFE	• We take care of ours and other's equipment and use it responsibly and safely • We report unsafe behaviours • We solve problems peacefully/seek help if needed • We recognise our own and other's emotions • We always play safely and follow agreed rules and procedures • We stay in the correct areas • We report any damage to facilities/equipment to College Staff	• We play safely • We play in the appropriate places	• We report spills • We only place 6 chairs in a stack • We allow Cater Care staff to work safely • We only enter kitchen areas with permission	• We use small sports balls only • We walk only	• We use the facilities and leave • We are hygienic - flush the toilet and wash our hands • We use the space appropriately	• We only enter the staff space through doors and with permission (including treatment rooms) • We enter and exit safely • We check in with a staff member and sit with our year level!	• We use the internet safely and access appropriate material • We finish food and drink before we enter the computer lab • We keep passwords private • We hand in our mobile devices before Roll Call	• We cooperate to ensure medication is taken • We use doorways to enter rooms	• We let staff know where we are • We stay with our group • We follow transport rules • We keep volume down and leave speakers at the college	• We walk inside the pool fence • We only swim when a staff member is present & supervising • Check the area is clear before entering the water • We ONLY use the gates to enter and exit the pool area
We are LEARNERS		• We hand our phones in at roll call each night (Sun-Thurs) • We listen when someone else is talking • We give everything a go to the best of our ability • We stay focused and follow all instructions • We ask for help when we need it and wait patiently for our turn • We take responsibility for our actions • We work in the relationships we may have harmed • We ask questions when we don't understand	• We get involved in co-curricular activities	• We use the time to talk to and get to know others • We make healthy choices	• We notice and consider signs and posters	• We use the toilet and return to class quickly	• We are only in office spaces when necessary or with permission from a staff member	• We show courage to take on a role during Chapel • We listen to speakers and take notes of important messages • We reflect on how we can be more compassionate, thoughtful and kind to our self and others	• We use computers appropriately • We stay focused on the learning task	• We participate in Monday afternoon clean up (10am-12pm) • We participate positively	• We understand and consider people's water confidence



Resources

- Gowrie Family Way Values
- Whole College Matrix



Resources

- Gowrie Family Way Values posters
- Whole College Matrix

Classroom settings

Expectations for 'All Settings' should be displayed and unpacked with students through whole school explicit lessons as well as ongoing in-class reminders and reteaching moments when required. Additionally, all teachers are asked to **collaborate with their classes, to establish class expectations** based on the whole college values/The Gowrie Family Positive Culture, at the beginning of the year or the first week of working with the class. These expectations then need to be explicitly taught to all the young people in the class within the first few weeks.

Teaching of Expectations

At St. Teresa's College, we emphasise the importance of **explicitly teaching expected behaviours**. We explicitly **teach, model and practise** behavioural expectations. Differentiated and explicit teaching occurs for all young people at St Teresa's College and becomes increasingly personalised, with focused teaching and intensive teaching, to respond to the learning needs of the young people.

Each fortnight we have a **whole school social behaviour focus** that is from the college values and behavioural expectations matrix. This social behaviour focus is explicitly taught on Friday afternoon each week in Emerging Leaders sessions. Staff are asked to revisit the focus social behaviour throughout the week in classes, during breaks and in residential time.

The Gowrie Family Way and PCL processes and practices are explicitly taught during Week 1 of each term. At the end of each term, we share the celebrations of the term.

A suite of lessons has been developed for use in Whole School PCL Lessons but are available to all staff, if class or year level data indicates a need to revisit at any point.

Effective lessons have the following components:

- **Select the skill** (Data identified - why does this need to be taught?)
- **Define the context**
- **Tell, Show/Model**
- **Practise/Embed in curriculum**
- **Monitor** (Pre-correct/Remind, Supervise, Provide Feedback)
- **Re-teach**

N.B. These components are for the acquisition phase (students initially learning). More emphasis on reminding and monitoring as students become more fluent



Resources

- **Resources: Positive Culture for Learning PowerPoint Lessons**

Acknowledging Positive Behaviours

Providing **specific positive feedback** has been shown through research to have a significant impact on supporting young people to make safe, appropriate and socially acceptable decisions. This feedback is most effective when it is **given immediately** and at a higher rate than redirections (4:1).

At St. Teresa's we positively reinforce and acknowledge the use of appropriate behaviours through:

- Personal praise;
- Celebrating Positive Behaviours on assembly;
- Positive phone calls/notes home from pastoral leader, classroom teacher or residential staff;
- Gowrie tokens for individuals following school focus;
- Newsletter and Facebook articles;
- Recording positive behaviours on Compass;
- Positive postcards sent home; and
- End of Term/Year Celebrations.



1

Acknowledging Positive Behaviours

Staff acknowledge positive behaviours by providing verbal behaviour specific feedback linked to Gowrie Family Way and handing out a Gowrie Token to be placed in the Year Level/Class box. Residential staff have a tally system located in the residential staff room to acknowledge any positive behaviour witnessed throughout the day. Consider how young people prefer to be acknowledged i.e. publicly or privately.

Examples of behaviour specific feedback:

"Thank you, Jimmy, for being a respectful learner by getting to class on time. It shows respect for me, your classmates and your own learning. You have earned a Gowrie Token for your House. Well done."

"Thank you, Gus, for keeping your cubicle neat and clean, it shows respect for yourself, your brothers and our college. You have earned a Gowrie Token for your House. Awesome."

- Each year level sets a Positive Behaviour Goal and decides on a celebration activity to work towards. Year level coordinators organise this event.

Examples of reaching goal celebration:

- Year level fishing trip
- Afternoon slip and slide
- Swim at Borellos
- Whole College votes in Emerging Leaders groups on the possible end-of-term celebrations. The top 5 are then displayed on "What's On".

Examples of end of term celebration:

- Students Vs Staff Game afternoon
- Dunk the teacher
- Trip to Broadwater

2

Collating Tokens

- On Friday, during PCL Lesson, a staff member will count the total number of tokens for each House and add the total to the link provided on the PCL Lesson Slideshow. Teachers then place tokens into separate house bags and bring the tokens to assembly. They will then be added to the House Token Tubes.
- On Friday, a Residential staff member will count the number of positive behaviour tallies from the spreadsheet in the residential office and add this total to the day school weekly total.

3

Celebrate Positive House Behaviours

- During Friday's afternoon assembly, time will be set aside to celebrate the positive behaviours from the week. Young people will be able to see Eagles and Taipans tokens growing in the House Token Tubes.
- An electronic visual of Gowrie Tokens will be displayed on "What's On".
- When each year level reaches its goal they participate in their negotiated celebration activity.
- At the end of the term, the House with the most Gowrie tokens chooses the end of term celebration for the whole College community to participate in.

Responding to Inappropriate Behaviours

If a young person exhibits low-level and infrequent inappropriate behaviour, the first response of college staff members is to **remind the student of expected school behaviour**, then ask them to change their behaviour so that it aligns with The Gowrie Family Way. This is the least intrusive strategy.

Our preferred way of re-directing low-level inappropriate behaviour is to use a restorative approach through **affective statements and relational conversations**. This encourages them to reflect on their own behaviour, consider the impact of their behaviour on others, evaluate it against The Gowrie Family Way, and plan how their behaviour could be modified so as to align with the expectations of our college community.

A small number of young people might require extra support. Those, that require social behavioural support, are referred to Pastoral Leaders, Deputy Principal or Principal and a team approach is applied. Young people may get extra positive interactions with adults across the school, teacher aides, volunteers, Guidance Officer, other teachers or the Principal. The underlying principle is that the **St. Teresa's College family works together as a team to develop positive relationships across the college** and that together we all own the behaviour of each of our young people. Families are kept informed and are encouraged to work together with staff to support the young person to improve their behaviour. Behaviour incidents are recorded on Compass or Reach. All staff are provided with professional development and assistance in recording using Compass & Reach.

At St Teresa's College young people learn that consequences are a direct result of their actions. All staff encourage young people to make appropriate behaviour choices and help them accept that consequences are a certainty for their actions. **Consequences are used to educate** them that their choice of behaviour is inappropriate. In applying consequences, the key action for the staff member is to use a restorative approach, to reflect with the student by discussing the right choices and the appropriate action for the time.

Our college seeks to ensure that responses to unacceptable behaviour are **restorative, consistent and proportionate** to the nature of the behaviour.

2021 Version 3

St Teresa's MAJOR & MINOR DEFINITIONS – BEHAVIOUR CATEGORIES

Minor Behaviour Definition		Minor Behaviours are those behaviours that the classroom teacher or other staff members should be able to handle, at the time in which it occurs, without the need for administrator intervention.				
Major Behaviour Definition		Major Behaviours are defined as those behaviours that require a teacher/staff member to request the assistance of the office or an administrator to deal with the behaviour. These are behaviours that are a safety concern or teaching and learning is unable to continue.				
BEHAVIOUR	MAJOR	Example	Non-example	MINOR	Example	Non-example
Bullying/ harassment	Repeated deliberate actions involving an imbalance of power (i.e. social network, physical stature, nation of origin, age, disability etc.) that cause distress or harm to another.	Direct ongoing teasing &/or intimidation, taking of personal items &/or belongings, physical provocation, or electronic means such as text messaging. Indirect encouraging others to engage in the above behaviours	One off instance of verbal or physical misconduct without a prior instance.	(MAJOR CATEGORY ONLY)		
Disruptive	Major disruption to class activities where students are distracted, interrupting others, preventing other students from engaging in learning. Where the student is not responsive to reminders and redirections and the teacher is unable to continue to teach	Behaviour preventing learning and teaching: calling out/yelling loudly during instruction and independent learning tasks, excessive movement around the classroom preventing others learning, making loud noises	One off instance of disruptive behaviour	Behaviour causing short term interruptions to a class activity – Other students may be distracted, interrupted, prevented from engaging in learning activities) Where the teacher can continue teaching and the student is responsive to reminders or redirections.	Student calling out, moving around, talking to others but impacting on no more than one student	Forgetting to put hand up to respond to a question and calling out the answer
Dress code	(MINOR CATEGORY ONLY)			Student not wearing correct uniform Wears unsanctioned items such as earrings, cap, thongs, shirts with inappropriate content etc.	Students wearing incorrect shoes, hats and socks.	Wearing thongs when the student has a sore foot and a supported medical certificate



Resources

- [Minor/Major Definitions Matrix](#)
- [Responding to Inappropriate Behaviour Flowchart](#)
- [Guide to recording behaviour incidences](#)
- [Behaviour Support Strategies for Minor Behaviours](#)
- [Process for removing student from classroom](#)

Minor and Major Behaviours Flowchart

This flowchart demonstrates the whole college's consistent approach to minor behaviours to be used by all staff at the time behaviours are occurring.

Guide to Recording Behaviour Incidences



Remember that behaviour incident records are key records not just for the classroom teachers and school's internal use, but also for Townsville Catholic Education Diocese more broadly. Compass and Reach records are kept as **official information documents and are subject to public release** through Right to Information. **Compass and Reach records are permanent**, so all staff must take great care when making an incident report.

These records may be used to inform behaviour support initiatives or may become important detail in a discipline decision. It is critical for the behaviour incident to be clear and concise.

- All records in Compass and Reach remain the property of the Townsville Catholic Education Office but may be shared with parents, students or other agencies including the media in certain circumstances.
- Avoid use of contentious, highly emotional or highly sensitive language.
- Clarity and precision in recording behaviour incidents is critical. Quote students directly; if the incident involves profane language then record it verbatim.
- Include concrete observations, without judgements.
- Written from the perspective of the person reporting: 'I instructed James Smith to ...'
- Use all students' full names in a record, these should be redacted when sharing with parents.
- Only select one behaviour category, as per our PCL school processes
 - Other behaviours e.g., first behaviour or most serious behaviour (refer to school process) should be noted in the incident details
- Refer to our PCL college-based processes around when and who to refer behaviour incidents. (e.g. Year Level Coordinator, GC, HOC, DP or Principal)

Choose **Level 1** for the 'staff visibility' field to enable patterns of behaviour to be identified by other staff members. For incidents of a sensitive nature, consult with the college leadership team and refer to college policy before selecting.

EXAMPLE BEHAVIOUR REPORTS

MAJOR - THREATS TO OTHERS

During English in lesson 3, John Brown arrived 15 minutes after the bell, and on entering the classroom called out across the room to Steven Davies saying, "You fat fuck, I'm going to smash you up."

He then walked towards Steven Davies and pushed him off his chair. I stepped between the two boys and instructed John Brown to go to the office immediately. I then asked the teacher aide to accompany him to ensure he went to the office. I then checked to see that Steven was ok and settled him down. He returned to work and I said we would discuss the incident at the end of the lesson.

MINOR - REFUSAL TO PARTICIPATE IN PROGRAM OF INSTRUCTION

During Maths in lesson 5, Paul Jones would not begin his brain training booklet. The teacher aide and I both offered assistance, encouragement and checked in to see if there was anything wrong.

Paul Jones only response was, "I am slack." The work was at an instructional level and was similar work that he had completed successfully in class the previous day.

Effective Behaviour Support Strategies for Minor Behaviours



POSITIVE SUPPORTIVE STRATEGIES TOP 5

- **Descriptive encouraging**
Similar language as cueing with parallel acknowledgement but descriptive encouragement always follows an instruction which is normally followed by a wait and scan. The goal of this strategy is to 'catch kids being good' and focus on appropriate behaviour.
eg. "Pencils down, Eyes on me. Thanks everyone. (waiting for 2-3 seconds) Thanks to people down the back who have put their pencils down and their eyes are on me."
- **Description of reality**
A description of an observable behaviour to acknowledge students' on-task behaviour with the intention of prompting another to follow suit.
eg. "Sue has her book open to the correct page." "The back group is recording their ideas."
- **Cueing/parallel acknowledgement**
A verbal or nonverbal cue to acknowledge students' on-task behaviour with the intention of prompting another to follow suit.
eg. "I like the way Peter / group ..." "Look at Carla/group..." The teacher raises hand and points to a student doing this also before asking for a response to a question.
- **Verbal redirection to learning (curriculum)**
Using the curriculum to redirect inappropriate behaviour.
eg. "Chris, what is the answer to question 5 thanks?" "How are you going with question 3, Rachel?" "Do you need any further clarification on the first section?" Eye contact, head movement
- **Individual close talk**
A private conversation / redirection had with a student in response to inappropriate behaviour. Ideally, no other person would hear this.
eg. The teacher moves to the student/s and has a private conversation in student's ear.

ADDITIONAL

- **Expectations clarified/restated (curriculum)**
Before beginning an activity or when it is noticeable that the students are not following instructions when working, the teacher might re-state the curriculum requirements of the activity.
eg. "Who can tell me the first thing you ..." "Everyone stop ... who can tell us what our job is?"
- **Indicate post lesson discussion**
The teacher informs that they will need to speak to a student at a time indicated. This strategy can be used for late students or off-task behaviours, preferably in close proximity using a calm, firm and measured voice.
eg. "I'll need to speak with you at morning tea" "You'll need to wait back at lunch time"

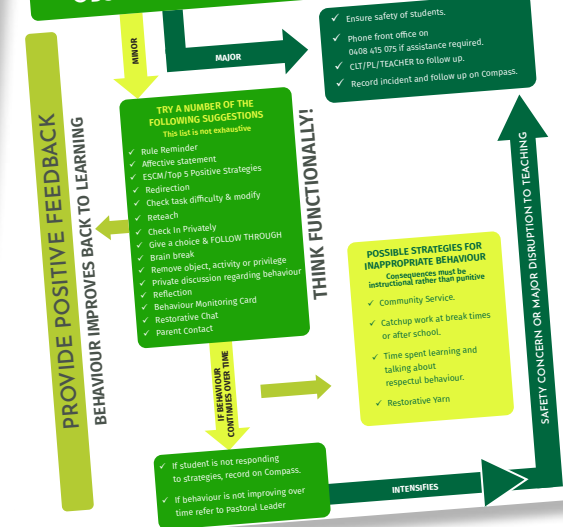
Responding to Inappropriate Behaviours Flowchart



SETTING UP FOR SUCCESS

- ✓ Relationships, relationships, relationships!
- ✓ College & Classroom Rules Visible (Gowrie Family Way)
- ✓ ECSM (Essential Skills Classroom Management)
- ✓ Expectation Matrix Visible
- ✓ Organised Environment
- ✓ Differentiation
- ✓ Teach Gowrie PCL
- ✓ Positive Feedback (to young person/phone call to family)
- ✓ Active Engagement
- ✓ Active Supervision (move, scan, interact)

OBSERVE INAPPROPRIATE BEHAVIOUR



Guide to recording behaviour incidences

Accurate and consistent recording of behaviours is essential for effective whole school solution planning and individual behaviour support planning. Staff are asked to use the guide below when recording behaviour incidences.

A small number of young people might require extra support. Those that require behavioural support are referred to the principal and a team approach is applied. Young people may get extra positive interactions, through a Check in Check out (CICO) process, with adults across the college, teacher aides, mentors, Year Level Coordinators, Guidance Counsellors, other teachers or the College Leadership Team. The underlying principle is that St Teresa's College works together as a team to develop positive relationships across the school and that together we all own the behaviour of each of our students. Families are kept informed and are encouraged to work together with staff to improve student behaviour. Behaviour incidents are recorded on Compass (Day school staff) & Reach (Residential Staff). All staff are provided with professional development and assistance in recording using Compass or Reach.



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 young people with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at St Teresa's College to provide focused teaching. Focused teaching is aligned to the PCL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

St Teresa's College has a range of supports and staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations, including the school PCL Team, Year Level Coordinators, Guidance Counsellors, and Emerging Leader Mentors.



Intensive Supports/Tier 3

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 young people may require intensive teaching for a short period, for particular behaviour skills. Others may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected by staff, following consultation with the young person and their family.

For a small number of young people 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 young people who are negotiating a number of complex personal issues.

St Teresa's College is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Intensive behaviour support is case managed by the classroom teacher and includes the principal, the Learning Enrichment Coordinator (LEC), and key members of the PCL team.

The case management team:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
- makes adjustments as required for the student; and
- works with families and staff to achieve continuity and consistency.

Following referral, a team member contacts family and staff members, including the school Guidance Counsellor, to form a support team and begins the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and support staff and may include:

- more regular and intensive counselling with the school Guidance Counsellor;
- continued support by the principal and deputy principal and Year Level Coordinator;
- modified timetable or alternate education program;
- additional Teacher Aide support; and
- recommendations to parents/caregivers to access outside agencies for support.





Case Management of 'At Risk' students

The case manager for each student who is identified as “seriously at risk” should be the class teacher. Next, a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of higher-level management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include:

- Collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. time out of class, suspensions.
- Referral for discussion at the college Pastoral Support Meeting.
- Referral to Guidance Counsellor for assessment and preliminary behavioural support.
- In partnership with the wider community and Townsville Catholic Education Office Support Staff, undertake a Functional Behavioural Assessment (FBA and develop an Individual Behaviour Support Plan).
- Administration follow up and case management of the ‘student at risk’ involving the student, parents and staff.

Reviewing, Monitoring and Evaluating

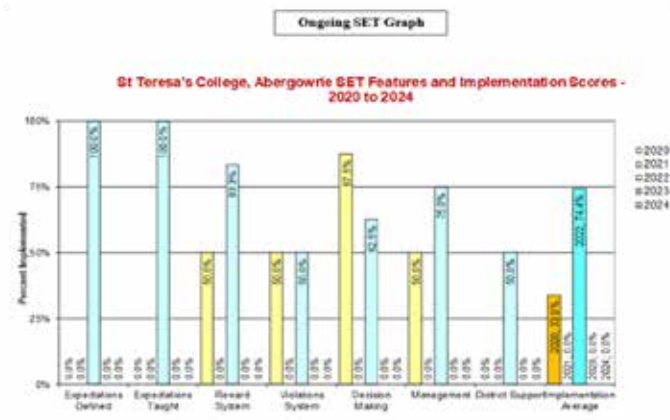
Each year it is important to review and evaluate how we are progressing with the implementation of our Whole College Approach to building and maintaining a Positive Culture for Learning. This is done through gathering Implementation Data and Outcomes Data.

Implementation Data

These data sets inform the PCL team of how well the Whole College Approach has been embedded and provides information around what needs to be addressed in the action plan for the year to come. This data is collected between weeks 5-7 in term one once staff and young people have settled into the year.

Data Collected:

- Annual Schoolwide Evaluation Tool (SET) Survey (External Coach)
- Annual Effective Behaviour Support (EBS) survey
- Annual Tiered Fidelity Inventory (TFI)
- Other school-based surveys e.g:
 - » Wellbeing survey
 - » College specific surveys



Outcomes Data

This indicates how effective our processes and implementation has been. It also provides information about particular year level, groups of students that may require more focussed attention and support.

Data Collected:

- Annual Average Office Disciplinary Referrals (ODR)
- Ongoing Behaviour Data – used for solution planning in PCL fortnightly team meetings





Use of Mobile Phones and Other Devices

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. It is also an important communication between our young people and their families. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning. This policy reflects the importance the college places on young people displaying safe, respectful and responsible behaviours whenever they are using personal technology devices.

The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between families, college staff and students.

Temporary removal of property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the college, to maintain and foster mutual respect between all college staff and students.

The Temporary removal of a young person's property by staff procedure are as follows:

In determining what constitutes a reasonable time to retain a young person's property, the Principal or college staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the young person from whom the property was removed, other students or staff members
- good management, administration and control of the college.

The Principal or college staff determine when the temporarily removed student

property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at St Teresa's College and will be removed if found in a young person's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

Procedures for preventing and responding to bullying (inc. cyber bullying)

There is no place for bullying at St Teresa's College. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our college community's goals and efforts for supporting all young people. Bullying behaviours are about an imbalance of power where there is deliberate intent to cause harm or distress. It is not considered to be bullying if people of equal power have a difference of opinion. Bullying behaviours impact on the person being bullied, those doing the bullying and those looking on. Bullying incidents can be isolated or repeated.

The serious long term effects of bullying behaviours, such as the higher incidence of youth depression, anxiety and lower self-esteem reinforce the need to address the issue effectively within a broad college context.

Research suggests that students who experience bullying behaviours are more likely to speak to their friends about it, making a peer led approach important to aid in addressing the issues. St Teresa's College has a strong culture of brotherhood and we foster the practice of our young men talking to their friends and college senior leaders. It is important that these students seek assistance and/or report any situations that may impact on the physical and psychological safety of a young person.

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships

through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;

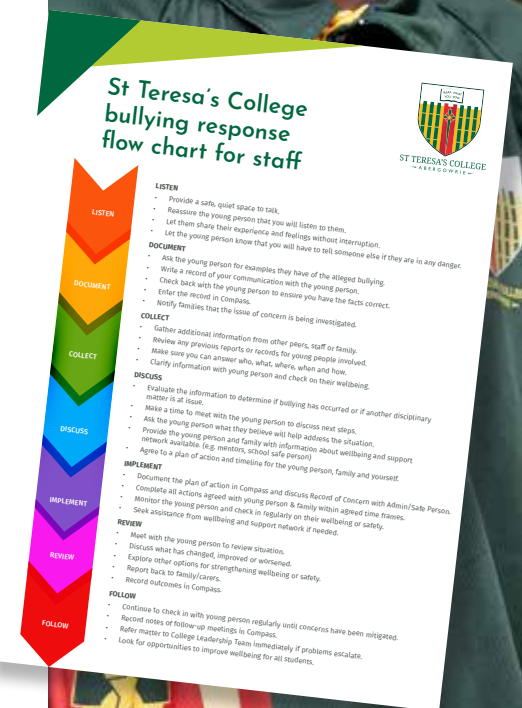
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records); and,
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved.

Use the flow chart below to guide your actions when a young person comes to you regarding a possible bullying situation.





ST TERESA'S COLLEGE
— ABERGOWRIE —

Creating a
Positive Culture
for Learning



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