

Barcaldine Prep-12 State School Student Behaviour Support Framework

Barcaldine Prep-12 State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students. Staff at Barcaldine Prep-12 State School consider 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. (*Barcaldine Prep – 12 State School Student Code of Conduct 2021-2024*)

TIER 1: CLASSROOM TEACHING

All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Rudolf Dreikurs Social Discipline Model (See Whole School Approach to Discipline).

We work to:

- Build relationships through positive engagement (i.e. Postcards, Phone Calls, Shout Outs & General Acknowledgements)
- Get to know our students & share knowledge about students (i.e. staff meetings)
- Develop personalised learning plans for preventative behaviour and use consistent strategies
- Teach positive expected behaviours through Primary Roll Time & Secondary House Groups

When responding to behaviours we:

- Question rather than challenge, redirecting through task **reinforcement/assistance**
- Use both formal and informal Peer Conversations to develop strategies for individual students or year level cohorts as a whole.
- We proactively record behaviours and make contact when issues arise.

When we teach, Barcaldine P-12 State School teachers use a toolkit of Strategies. We:

- Use the basic essential skills of classroom management
- Plan and deliver engaging lessons
- Create rapport building opportunities inside and outside the classroom
- Contact parents with a phone call in the case of concerning behaviours
- Liaise with school leadership to provide further support and professional development opportunities
- Use corrective detentions for language and chewing gum violations.

TIER 2: FOCUSED SUPPORT

If a student requires additional support beyond that of a classroom teacher, we will implement the Tier 2 support process. Tier 2 supports build on the interventions in Tier 1, and may prevent the need for more intensive interventions. Tier 2 provides students with more detailed support on particular aspects of Social Discipline. The types of interventions offered at this level will vary according to the needs of each individual student.

Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Each stakeholder in a student's education has a unique role in this stage of intervention. When a student is referred by a teacher to leadership the following will occur:

1. Case manager (Leadership: Principal, D.P., HOD or HOSES) assigned
2. Meeting held within reasonable timeframe with all stakeholders – Parents, Student & Case Manager
3. Proactive management plan developed in consultation between all stakeholders that will include a variety of strategies to improve student behaviour and engagement.

The following are examples of interventions (non-exhaustive) that may be implemented:

- Regular Leadership/Student Check-ins
- Observations and support from specialists e.g. Guidance Officer, HoSES
- Behaviour Monitoring Cards
- Buddy Class / F Block class withdrawals
- Regular Parental check-ins
- Removal of representative privileges for sport, music or other school representative opportunities

TIER 3: TARGETED INTERVENTION

Individualised services may be provided for students (2-5%) who require the most intensive support a school can offer. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's functional behaviour and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures. The Tier 3 process is school driven by leadership through a regularly engaged case manager.

Engaged Case Management will include:

- Provision of targeted differentiation (i.e. minimalised timetable, later start to the beginning of class, leadership walking students to class).
- Intensive Behaviour Training for student - Working with GO, HoSES and outside agencies.
- Intensive Behaviour consultation for staff. (Specific PD for staff either at school or professional PD opportunities regarding individual student in question and problem behaviours).

Parental Engagement will involve:

- Parent & Leadership Behaviour Meetings on a regular basis
- Parent, Leadership and student re-entry meetings in case of Student Disciplinary Absences (SDAs)
- Contact recorded in OneSchool with Minutes from meetings with documented follow-up expectations for School, Parents and Students involved.

Further Intervention that will be used in Tier 3 are:

- Individual Behaviour Plans (IBP)
- Functional Behaviour Analysis (FBA)
- CQRET referral
- Child Youth Mental Health Services referral
- Royal Flying Doctors referral
- Outback Futures referral
- Class withdrawals
- Suspension (external SDAs)
- Exclusions

School Obligations: All incidents are to be recorded in a detailed, specific and timely manner on OneSchool. It is a legal obligation that the school provides work for students who are on class withdrawal, suspension or exclusion.