



Holy Spirit College Cairns & Cooktown

Whole School Behaviour Support Plan



APPROVAL DATE:

TBA 2025

Purpose

Holy Spirit College is committed to cultivating safe, wholistic learning environments that facilitate the best outcomes for students, staff, parents, and visitors alike. This comprehensive Whole School Behaviour Support Plan outlines the evidence informed philosophies and operational frameworks utilised by our community to promote optimal opportunities for growth in self-awareness, self-control, motivation and engagement in learning and positive behaviours.

The core objective of this whole school plan is to provide our staff and young people with a predictable and manageable environment supported through a clearly articulated way of working that is embedded within all aspects of the College. By embracing best practice trauma informed research and educational strategies, we aspire to nurture and sustain desirable pro-social behaviours that are conducive to good citizenship and learning.

In alignment with our overarching vision of enabling each student to grow into the best version of themselves, this Whole School Behaviour Support Plan pulls together the many strategies utilised to achieve this work. Through high expectations and a consistent approach, we foster an environment where positive behaviour thrives, enriching the overall educational journey for every stakeholder in the Holy Spirit College community.

School Vision and Purpose

Vision

With GuGu and Wulungulbor, our Holy Spirit family welcomes young people from diverse backgrounds to empower them to be the best versions of themselves through providing meaningful learning opportunities for personal growth.

GuGu: Guugu Yimithirr -spending time with God/prayer/spiritual relationship/conversation and connection

Wulungulbor: Gimuy Walubara Yidinji - our Father God

Purpose

With the aspirations of the young people at the center of our work, Holy Spirit College seeks to promote the spiritual, cultural, social, emotional, academic, and physical growth of those for whom a mainstream education is not currently accessible. Guided by trauma informed best practices and the love of Christ, Holy Spirit College provides a space where young people are welcomed with unconditional regard, utilising Individual Education Plans (IEP) to pursue each young person's life aspirations.

Encounter

Holy Spirit College wholeheartedly embraces the Encounter Catholic Identity Framework of Catholic Education Diocese of Cairns, recognising its profound resonance with our vision and purpose. The Encounter Framework's four elements of respect, connect, reflect, and embrace seamlessly align with our Holy Spirit College Principles of Relationship, Respect, Responsibility and Participation, in promoting holistic growth and positive behaviour. Respect, akin to our belief in the principle of respect, forms the cornerstone of our community. Connecting, reflective of our purpose through empowering students through meaningful relationships, underscoring the intricate web of interactions that enrich our educational environment. Reflection, an essential aspect of our educational journey is commitment to continuous improvement, through understanding our responsibility to pursue self and organisational improvement. Finally, embracing, calls us to be active participants in a holistic approach to education that is inclusive, safe and supportive of learning. In aligning the Encounter Catholic Identity Framework with our Holy Spirit College Principles, our

work supports the broader Vision and Mission of Catholic Education Diocese of Cairns.

Our College Context

The Holy Spirit College presence is felt distinctly in each campus, whose demographics and unique contexts shape their individual identities. As a Special Assistance School, Holy Spirit College caters for disengaged and disadvantaged youth aged 12-18, for whom a mainstream education has not met their needs. Holy Spirit College is a pathway school, whereby students are supported in a journey towards either reengagement with mainstream education or employment opportunities.

In Cooktown, the campus is unique, as a Special Assistance School that provides boarding accommodation. The campus serves the communities of Cooktown, Hopevale and Wujal Wujal. Cooktown boasts a population of around 2,300, with an additional 4,000 using it as a service center. The campus is committed to bridging cultural gaps, aligning with the 'Holy Spirit,' representing reconciliation and peace.

In the urban hub of Cairns, the Edmonton and Manoora campuses extend their influence within the Cairns Region. Our student population is multicultural, catering for approximately 60% First Nations students. Holy Spirit College's commitment to inclusivity and holistic development sees enrolments that cater for students who struggle with educational engagement due to social and emotional issues, gender identity, trauma and instability at home.

In both Cooktown and Cairns, Holy Spirit College shines as an exemplar of compassionate Catholic education, fostering inclusive environments that empower youth to rewrite their narratives and become vital contributors to their communities.

Consultation and Review Process

Our college remains committed to fostering community engagement through an inclusive consultation process. This plan was developed in collaboration with various stakeholders within our school community. Consultation was conducted through staff meetings, engagement with our Operation by Principles coaches and Reboot Champions, as well as the distribution of the draft plan for comment and feedback from staff and students. We understand the value of regular input and collaboration, and as such, this document will be reviewed every 3-years to ensure its alignment with our evolving needs. Stakeholders, including staff members, parents, and students, will play an integral role in a formal review process, as their perspectives and insights are essential to maintaining the effectiveness and relevance of our strategies.

SECTION A: Our Student Behaviour Support Systems

1. Our Beliefs About Student Behaviour

As a Special Assistance School, we believe that our young people are doing the best they can with the skills they have. It is our responsibility as a community of educators to support our young people to develop the skills required to succeed within society through a whole college philosophy and frameworks that are young person centered, trauma informed, evidence informed and implemented consistently.

Empowering Philosophy of Education

At Holy Spirit College, we believe in the maxim that 'knowledge is power.' As a school for disengaged and disadvantaged youth, we believe that the best way to support the engagement in learning for our young people is to operate under a philosophy of *power with and not power over*. Therefore, Holy Spirit College engages in democratic *common ground* processes with the young people to ensure they have ownership and power in the decisions that impact them whilst learning.

Fostering Positive Behaviour through our Operation By Principles (OBP) framework

At Holy Spirit College, our Vision and Purpose statements are enlivened by four central operating principles; **Right Relationships, Respect, Responsibility and Participation**. These principles constitute the foundation upon which behavioural expectations are collaboratively constructed, taught and reinforced; enabling increased predictability and safety for staff and young people alike.

Operation By Principles and access to the Curriculum

We firmly believe that a safe and predictable environment is essential to our students having a regulated *thinking brain*, which is an essential precursor for learning. At Holy Spirit College we focus on the whole person, and this begins with our young people knowing themselves, their emotions, and strategies for managing their thoughts and feelings. We utilise a relational pedagogy that focuses on an explicit social and emotional curriculum, along with experiential experiences that support our young people to be *ready to learn*. It is through these philosophies and practices that our young people are supported to access the academic learning areas within the Australian Curriculum.

Creating Engaging Learning Experiences

Our unwavering conviction lies in the power of student voice in developing engaging, transformative learning opportunities for our young people. We achieve this through our staff taking the time to know each young person, their hopes, their goals, their strengths and their struggles. This relational knowledge allows our staff to coauthor Individualised Education Plans (IEP's) for each young person, which, in turn informs the College timetable, with staff actively planning learning experiences that are in line with the young people's goals, strengths and next steps in learning.

Growth through Collaboration and Feedback

The philosophies and frameworks that inform the daily rhythm and routines of Holy Spirit College enable every interaction and learning experience to be an opportunity for reflection and growth. This is evident in the Holy Spirit College practices of young people check-ins, young people working agreements, IEP's, flexible timetables, OBP conversations and Collaborative Problem-Solving meetings. Each process allows for constructive feedback for both staff and young people as they work together in a learning partnership.

2. Our Whole-School Philosophy and Frameworks

At Holy Spirit College, we are dedicated to fostering an environment that is nested in Trauma-Informed Practice and Relational Pedagogy. Our college philosophy and frameworks are enlivened and supported by several core principles and practices that work to provide a safe, predictable environment that supports the well-being and success of our disengaged youth.

Unconditional Positive Regard: We firmly believe in separating the inherent value of each young person from behaviours that are not in line with our principles. This is informed by the understanding that each young person is doing the best they can with the skills they have. In practice, this can be seen and experienced as unconditional positive regard, where an individual is welcomed in a positive manner each day, and mistakes are seen as opportunities for learning, growth and moving on.

Quality Teaching and Learning: We are committed to providing trauma informed, engaging, transformational learning opportunities that meet the unique needs of each young person. This is accomplished using IEP's to determine high value targeted learning activities, a relational pedagogy, differentiated tasks and instruction, personalised support, and ongoing assessments to maximize student potential.

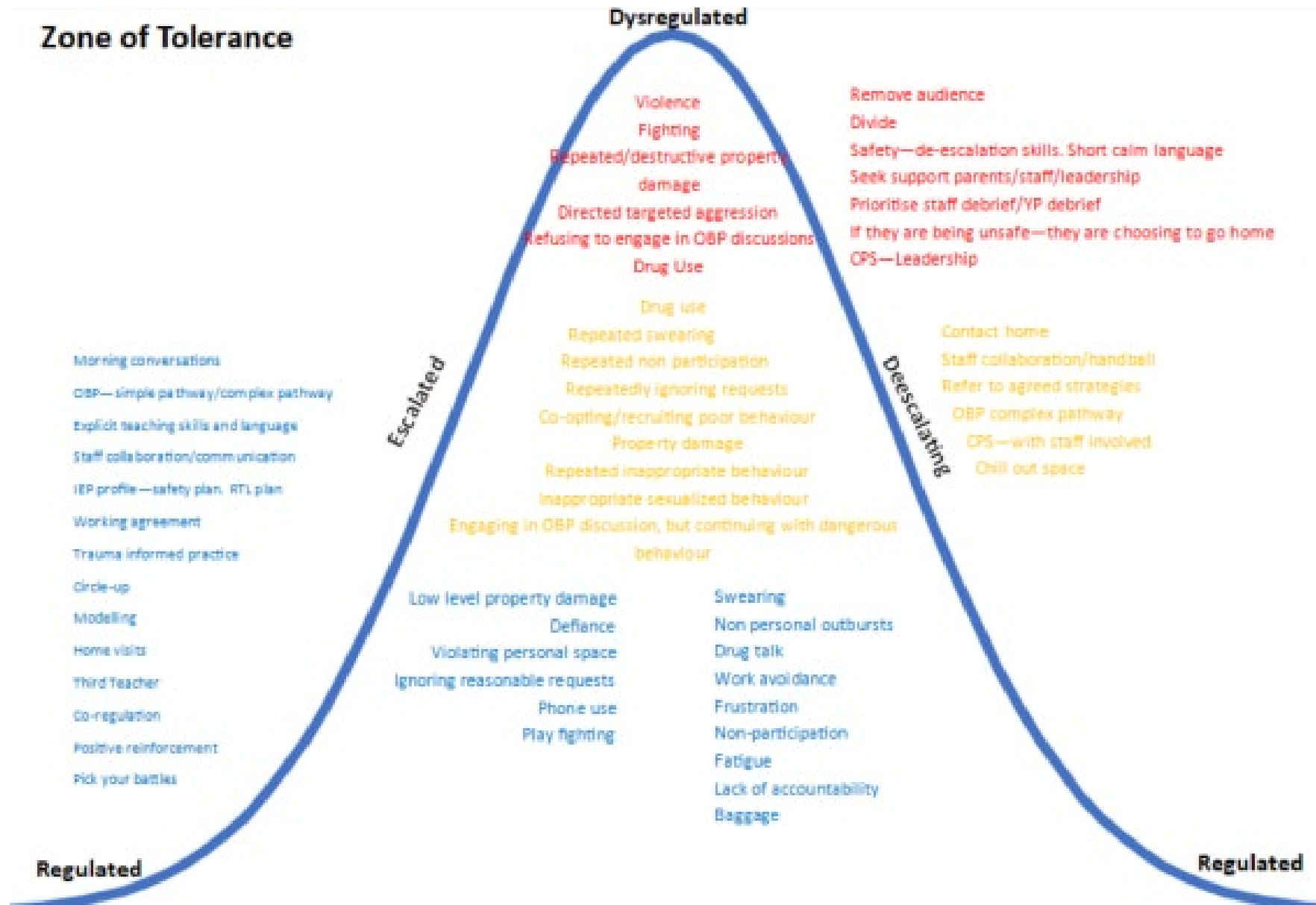
Rhythm and Routine: For our young people, we understand that change can be seen as a threat, resulting in escalation and stress. Establishing a predictable rhythm and routine in our daily activities creates a stable environment that helps our young people feel safe; maximising regulation and capacity to learn. For this reason, Holy Spirit College utilises the college timetable and agreed transition processes to ensure that our young people operate in a safe predictable learning environment.

The Third Teacher: Our physical learning spaces are designed with intentionality; recognising that the environment itself can be a powerful teaching tool. We leverage the concept of the 'third teacher' to ensure that our spaces promote the college principles, learning, self-confidence and hope.

Zone of Tolerance: We understand that trauma can impact a student's emotional and psychological well-being, affecting their capacity to adhere to the college principles. To accommodate for this, staff at Holy Spirit College have an expanded 'Zone of Tolerance' when it comes to acceptable behaviours. This enables staff to maintain engagement in social-emotional learning towards more socially acceptable behaviours, even when they are currently beyond the young person's current skill set.

Our commitment to Trauma-Informed Practice and Relational Pedagogy ensures that Holy Spirit College is not just a place of education but a sanctuary of understanding and healing for our disengaged youth. By embedding these philosophies and frameworks in our college culture, we aspire to empower our young people to overcome adversity, discover their potential, and succeed in their educational journey.

Zone of Tolerance



3. Student Behaviour Support Leadership & Professional Learning for School Staff

Holy Spirit College strives to follow the best evidence-based practices in trauma-informed education. To achieve this, Holy Spirit College is committed to ongoing, whole college, professional development. Partnerships with Reboot, Berry St, Edmond Rice Flexi Schools, Catholic Education Services, Diocese of Cairns and Queensland Catholic Education Commission are central to this work. This ongoing commitment to the professional development and capacity building of staff continues to inform our Operation By Principles (OBP) as an overarching framework that drives learning at Holy Spirit College.

OBP principles and practices are integrated into the daily work of staff and students, promoting a collaborative atmosphere of *power with* rather than *power over*. In a community deeply immersed in the OBP framework several key features become evident:

- All members, even during times of conflict, operate within the principles.
- The principles serve as the foundation for establishing *common ground* among staff, students, and families, facilitating conflict resolution practices, learning negotiation skills and fostering an understanding of *rights* and *responsibilities*, both communally and individually.
- The language of the principles is openly used, heard, and understood throughout the entire community.
- OBP framework informs professional dialogue amongst staff is utilised when making decisions that impact students, staff and community.

Within the OBP framework are eight core processes:

1. Understanding the essence of OBP and its effectiveness
2. Engagement strategies for young people
3. Trauma-informed practices
4. OBP discussions
5. De-escalation techniques for dysregulated students
6. Effective circle-up facilitation
7. Successful working agreement facilitation
8. Skillful facilitation of collaborative problem- solving meetings

Through these eight core processes, OBP cultivates a harmonious and productive learning environment, fostering growth, collaboration, and mutual understanding.

The diversity of the Holy Spirit College community provides the opportunity for individuals with differing experiences and perspectives to learn from each other. For instance, the understanding of *respect* may vary between individuals and communities, however, the OBP framework allows for the development of a shared understanding which fosters overall communal growth.

SECTION B: Our Student Behaviour Support Practices

1. Clarity: Our Community Expectations

Establishing school-wide agreed expectations encouraging consistent communications that enable a common language of agreed behaviours for all staff and students across all settings. Agreed expectations promote the school's Catholic identity and provide consistency across the staff and school community. By aligning our behaviour expectations with the Holy Spirit College principles, we cultivate a culture that not only upholds our core values but also ensures that every member of our community experiences a coherent and supportive learning atmosphere.

Upon enrolling at Holy Spirit College, each young person is asked to commit to the college expectations as set out in the Young Person Agreement (see Appendix A). Acceptance of these behaviour expectations is a condition of enrolment, evidenced by the attainment of the young person's signature.

2. Focus: Teaching Agreed Behaviours

Effective instruction requires more than providing rules—it requires instruction, practice, feedback, re-teaching and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

Prior to each session, the young people collaborate to construct a Working Agreement comprised of agreed behaviours for the session based on the college principles. The Working Agreement provides a framework of good decision making for young people, regularly priming their minds for desirable behaviours. It also provides a framework for debriefing / learning stimulus when behaviours are outside of the working agreement.

3. Feedback: Encouraging Productive Behaviours for Learning

Feedback should cause thinking (Dylan Wiliam, 2011). In education, we use the term *feedback* for any information given to students about their current achievements (Wiliam, 2011 p.122). Feedback to students provides them with the way to move their learning forward and make progress.

Our college constantly encourages and motivates young people to engage in pro-social behaviours through the constant use of Working Agreements and the college principles as a scaffold for identifying and discussing pro-social adaptive behaviours.

Our college encouragement system utilises effective, specific positive feedback via adult attention (contingent and non- contingent) and a tangible reinforcement system.

Additionally, Operation By Principles emphasises relationships, democratic learning environments, recognition of individual uniqueness, and the principles as collaboration tools that enrich the encouragement strategies that align with the college's goals across its three campuses. This can be seen in the table below.

College practices that encourage agreed behaviours	Classroom practices that reflect these behaviours
Service: <ul style="list-style-type: none">Engage young people in community service projects.Recognise and celebrate young people's contribution to the community.	Service: <ul style="list-style-type: none">Incorporate service-based projects in the curriculum.Encourage peer collaboration on service initiatives.
Faith: <ul style="list-style-type: none">Hold regular gatherings for spiritual reflection.Organise faith-based events and workshops.	Faith: <ul style="list-style-type: none">Designate a space for quiet contemplation and meditation.Incorporate spiritual themes into classroom discussions.
Growth: <ul style="list-style-type: none">Provide Individualised Education Plans (IEP's) for every young person.	Growth: <ul style="list-style-type: none">Set individual learning goals with young people.Provide constructive feedback and encourage self-

<ul style="list-style-type: none"> Offer mentoring and guidance for academic growth. 	reflection.
Community/Connect: <ul style="list-style-type: none"> Arrange regular community-building activities. Invite guest speakers to share diverse perspectives. 	Community/Connect: <ul style="list-style-type: none"> Foster cooperative learning through group projects. Facilitate open discussions on current events and cultural topics.
School practices that encourage agreed behaviours	Classroom practices that reflect these behaviours
<ul style="list-style-type: none"> Emphasise the concept of <i>common ground</i> for relationships. Implement restorative justice practices. Emphasise active listening and empathy in interactions. Prioritise peaceful conflict resolution. Recognise spirituality as a universal human experience. 	<ul style="list-style-type: none"> Encourage dialogue that values diverse perspectives. Establish clear expectations for respectful communication. Model and promote empathy and active listening. Encourage conflict resolution through dialogue and understanding. Create opportunities for discussing spirituality and individuality.

Targeted Supports

Targeted evidence-based interventions play a key role in supporting young people at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009).

Targeted Supports are required for young people who display consistent low level but disruptive behaviours that are not in line with the college principles. Targeted interventions should be timely, responsive and use similar strategies and social curriculum across a group of young people.

Young people are identified proactively, using Case Management Meetings, Engage data and screening process'. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support, as behaviour and engagement improves.

The evidence-based targeted supports currently available for students in the college include:

- OBP conversations -simple and complex pathways.
- Working Agreements - offers an alternative to authoritarian behaviour management methods, giving young people the experience of being active participants in finding solutions.
- IEP informed curriculum that focus on the learning needs of students through the provision of specific learning opportunities for identified young people.
- Agreed *zones of tolerance* for young people dependent upon their behavioural need for skill development.
- Mentor grouping assigned dependent on the social emotional and cognitive needs of the young person or group of young people.

Using the four principles requires staff to embrace complexity and uncertainty while supporting young people and colleagues, providing them with the opportunity to navigate conflicts and challenges through dialogue and collaboration.

Personalised Supports

Successful outcomes for students whose behaviour does not respond to Universal or Targeted Supports are dependent on our ability to intervene as early as possible with appropriate evidence-based interventions.

Personalised supports currently on offer at the school include:

- **Individual Behaviour Support Plan (see Appendix B):**
 - Develop customised behaviour intervention plans tailored to each student's needs.
 - Implement strategies that align with the Operation By Principles model to address specific behavioural challenges.
 - Regularly review and adjust the plan based on the student's progress and changing needs.
- **Pro-active, Collaborative Problem- Solving Process (see Appendix C):**
 - Follow the Collaborative Problem-Solving approach and steps to facilitate an effective CPS meeting.
 - Utilise the CPS Recording Document to conduct sessions with young people, then again when facilitating a 1:1 or joint CPS meeting with young people.
 - Engage students, parents, and teachers in discussions to collaboratively develop solutions that consider the student's perspective.
- **School Counsellor Support Services:**
 - The provision of a referral to trained school counsellors who offer individualised counselling sessions for students facing behavioural and emotional challenges.
 - Counsellors work closely with students to address personal and behavioural concerns, fostering emotional well-being and a focus on learning.
- **Case Management:**
 - Formally assign a college staff member to:
 - Formulate individualised support plans for young people.
 - Collaboratively design strategies that incorporate the Operation By Principles to promote positive behaviours and academic growth.
 - Regularly monitor and adjust support plans based on data-driven insights.
- **Partnerships with Outside Support Agencies and Specialists:**
 - Collaborate with external support agencies and specialist health providers to provide comprehensive support for students with complex needs.
 - Access specialised resources, assessments, and interventions to address specific challenges.

These personalised supports reflect a holistic approach to addressing individual students' needs, encompassing behavioural, emotional, and learning aspects. By integrating the Operation By Principles model, collaborating with experts, and utilising targeted plans, the college ensures that each student receives tailored assistance for their unique requirements.

4. Feedforward: Responding to Unproductive Behaviours

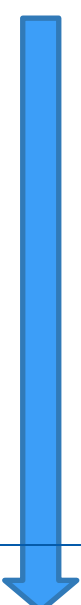
Even with our trauma informed approach to teaching and supporting agreed behaviours for learning, maladaptive student behaviours still occur. Some students do not possess the skill to perform the expected behaviour, or don't know it well enough to routinely use it at the appropriate times. For some students, the maladaptive behaviours they are using may appear to meet their needs. When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

To feedforward when responding to student behaviours, we have a system in place that enables staff to respond to chronic persistent minor behaviours and to major behaviours that are not in line with the college principles. In this continuum, thinking begins with clarity between minor behaviours, that can and should be managed by teacher/mentors, within the context of the learning environment and major behaviours, that are best managed in a more private setting with the teacher/mentor and college leadership in partnership. The definitions of teacher/mentor managed behaviours (Minor) and teacher/mentor plus leadership managed behaviours (Major) have been included in Appendix D.

Although the teacher is the key problem solver and coach when responding to minor behaviours, they collaborate, and share creative strategies with colleagues. Teacher/mentors respond to minor behaviours using best practices that consider:

- consistency
- least intrusive strategy
- specific, yet brief
- quiet, respectful interaction with the student
- refocus class if needed

The positive, support strategies currently in place for responding to behaviours that are not in line with the college principles can be classified under 4 evidence-based approaches:

<p>Least Intrusive</p> 	<p>INDIRECT Instructional strategies</p>	<ul style="list-style-type: none"> • Role modelling self-regulation and compliance with college principles. • Co-authoring and defining the agreed practices for each activity based on the college principles. • Utilising the Third Teacher to reinforce the college principles. • Explicitly teaching prosocial behaviours in all settings. • Process praise - actively seeking out and naming the positive behaviours demonstrated by young people and how they relate to the college principles.
	<p>DIRECT Instructional strategies</p>	<ul style="list-style-type: none"> • Verbal redirection - this interaction uses the language of the college principles. <ul style="list-style-type: none"> - Redirect to participation in the activity.

Most Intrusive	Direct strategies are used after indirect strategies have been used	<ul style="list-style-type: none"> - Questioning to redirect - Questioning behaviour alignment to principles - Review Agreed Practices - Provide choice, negotiated choice towards a more desirable behaviour - Tap Out. Young person goes home. • Follow-through - OBP conversation - Follow up check-in when regulated.
	Problem-solving	<ul style="list-style-type: none"> • OBP conversation • CPS Meeting • Ready to Learn plan • Safety Plan • Support Plan
	Restorative	<ul style="list-style-type: none"> • CPS Conversation with Head of Campus/Boarding • Supported CPS meeting to repair any damaged relationships
De-Escalation		<ul style="list-style-type: none"> • Supervised calm time in chillout room • Supervised calm time in a safe space outside • Refer to Support Plan • Tap out of learning – go home

N.B. The above table shows examples of the ways in which we respond and are not designed as a list of prescribed approaches to unproductive behaviours. The responses may include examples from one or all domains.

5. Disciplinary Consequences / Sanctions

Major behaviours or persistent behaviours which are not in line with the college principles or Young Person Agreement that affect the safety of young people and staff in Day School or Boarding may result in a meeting with the Head of Campus/Boarding, young person and their parent or guardian. Possible outcomes from this meeting could include:

The additional sanction of:

- Exclusion from Boarding
- A modified timetable of attendance
- Exclusion from Day Schooling

6. Bullying and Cyberbullying – Information, Prevention, and School/ College Responses

Bullying Prevention and Intervention at Holy Spirit College

At Holy Spirit College, we are dedicated to fostering a safe and inclusive learning environment where everyone feels respected and valued. Our approach to preventing and addressing bullying is rooted in our commitment to the well-being and growth of every member of our community.

Definition and Recognition

Bullying is defined as any deliberate and repeated behaviour, whether verbal, physical, or online, etc. that intends to harm, intimidate, or isolate another individual. We believe in a proactive stance where our community is educated to recognise and report bullying behaviours promptly.

Prevention Strategies

1. **Education** - We promote awareness and understanding of bullying through workshops, discussions, and resources for both students and staff.
2. **Positive Climate** - Our Operation By Principles model underpins our culture of relationship, respect, responsibility, and participation, creating a positive climate that discourages bullying.
3. **Open Dialogue** - We encourage open conversations about bullying, ensuring students feel comfortable reporting concerns to teacher/mentors, staff, or counsellors.

Intervention Approach

1. **Immediate Action** - Any reported bullying is taken seriously and addressed promptly by our staff members. We believe in immediate action to prevent further harm.
2. **Supportive Environment** - Victims are supported emotionally and practically. Our counsellors provide confidential support, and the wellbeing of the victim is our priority.
3. **Restorative Justice** - Our Collaborative Problem-Solving approach helps both the victim and the aggressor understand the impact of their actions, facilitating empathy and resolution.

Involvement of Stakeholders

1. **Young People** - Young people actively participate in anti-bullying campaigns, workshops, and discussions to create a community where bullying is unacceptable.
2. **Parents and Carers** – Parents and Carers are informed and involved in our anti-bullying efforts, helping us address and prevent bullying together.
3. **Staff and Educators** – Our educators receive specialised training in recognising, addressing and preventing bullying behaviours.

Holy Spirit College continuously assess' our anti-bullying strategies and gather feedback to ensure their effectiveness. Our goal is to maintain a safe, respectful, and inclusive environment for everyone.

Reporting and Confidentiality

We encourage anyone who witnesses or experiences bullying to report it promptly. All reports are treated confidentially and with the utmost sensitivity.

At Holy Spirit College, we stand united against bullying, fostering an environment where every individual can thrive without fear of harassment or harm. Together, we create a culture of respect, empathy, and support that empowers each member of our community.

- Education & Awareness
 - Workshops, Discussions, Resources
 - Promote Positive Climate (Operation By Principles)
 - Encourage Open Dialogue
- Prevention Strategies
 - Educate Students and Staff
 - Foster Respectful Environment
 - Encourage Reporting
 - Intervention
- Bullying Incident Reported
 - Immediate Action
 - Support Victim Emotionally
 - Address Aggressor Promptly
 - Prevent Further Harm
- Collaborative Problem-Solving
 - Involve Counsellors
 - Restorative Practice Approach
 - Encourage Empathy & Resolution
- Involvement of Stakeholders
 - Students - Anti-Bullying Campaigns
 - Parents - Awareness & Collaboration
 - Staff - Training & Prevention
- Monitoring & Improvement
 - Assess Strategies & Gather Feedback
- Continuous Safe Environment
 - Reporting & Confidentiality
 - Respect, Empathy, & Support

SECTION C: Our Student Behaviour Support Data

Data Informed Decision Making

The Catholic Education Diocese of Cairns (CEDC) Engage Student Support System is the database all CEDC schools are required to use to collect behavioural data for analysis and decision-making. The Engage Student Support System has capacity to record minor and major behavioural incidents so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Targeted and Personalised supports, information, and data.



At Holy Spirit College, our commitment to student well-being and growth is underpinned by an approach that values data-informed decision-making. To ensure comprehensive support, we integrate behavioural data alongside other pertinent information sources. Our Engage Student Support System plays a pivotal role in this endeavour by providing insights into both minor and major behavioural incidents, enabling us to make targeted and effective interventions.

Behavioural data is a cornerstone of our data collection strategy. We combine incident reports and conversation data to gain insights into behavioural patterns, triggers, and potential underlying causes. These insights help us identify specific areas requiring attention and allow us to design interventions tailored to individual student needs.

To collect, analyse, respond, monitor, adjust, and reflect on this data, we follow a systematic process:

1. **Collect Data:** We use the Engage Student Support System to record minor and major incidents. Incident reports and conversation records serve as primary data sources.
2. **Analyse Data:** Our leadership team and staff examines the data regularly to identify trends, patterns, and areas of concern. This analysis allows us to understand the context and dynamics of student behaviour.
3. **Respond:** Based on the analysis, we develop targeted interventions and support strategies. These responses are designed to address specific behavioural challenges and provide appropriate guidance.
4. **Monitor & Adjust:** We continuously monitor the effectiveness of our interventions. By tracking student progress, we can determine if adjustments are necessary to optimise support.
5. **Reflect:** Regular team meetings, including Case Management Meetings, are held to discuss data trends, insights, and progress. These discussions enable us to reflect on strategies and make informed decisions for ongoing support.

By aligning behaviour data with qualitative information from Case Management Meetings we gain a comprehensive understanding of individual student situations. This enables us to provide timely and appropriate interventions that cater to their unique needs.

Our approach enables us to identify early warning signs, track improvements, and ensure a safe and inclusive learning environment. Through the integration of behavioural data and ongoing reflection, we uphold our commitment to continuous improvement, fostering positive student outcomes, and creating a supportive and growth-oriented school community.

Relevant Cairns Catholic Education Policies associated with the Holy Spirit College Whole School Behaviour Support Plan

- CES Student Protection Processes
- Management of Drug Related Incidents
- Management of Weapons in Schools
- Code of Conduct
- Student Attendance policy
- Inclusion policy
- Student Behaviour Support policy

Relevant Legislation that informs CCE Policies

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)

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Appendix –

Holy Spirit College – Young Person Agreement

YOUNG PERSON'S NAME: _____

- | | | |
|-----|--|---|
| 1. | I agree to become a student in the Holy Spirit College program at the Choose an item. Campus and will do my best to achieve my goals in the program. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 2. | I will always act within the four principles of operation: <ul style="list-style-type: none">• RELATIONSHIPS,• RESPECT,• RESPONSIBILITY and• PARTICIPATION I will do this by taking responsibility for my actions. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 3. | I understand that if I choose not to work within the four principles (above), then I may be choosing to go home until I am ready or able to reengage. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 4. | I understand that my regular attendance is vital to the success of the outcomes that College can offer me. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 5. | I understand that I cannot have illegal substances at school. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 6. | I agree with the responsible use of devices at school and will hand in my phone on arrival. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 7. | I agree that when traveling in College vehicles I will follow the driver's/staff instructions and always wear a seat belt. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 8. | I understand that the College is a non-smoking school.
I understand that if I am in the process of quitting staff will support me with this. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 9. | I give permission for my image to be taken and used in publications for promoting the College. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 10. | I understand that the College is a safe, healing space where bullying of others is not tolerated. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 11. | I understand that if I do bully anyone, I am making a choice that will result in my going home until I am ready and able to reengage properly. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |
| 12. | I understand that the College is a safe place and sexualised behaviour of any sort is not tolerated. | <input type="checkbox"/> Yes
<input type="checkbox"/> No |

13. I understand that if I do behave in a sexualized manner, I am making a choice that will result in my going home until the College determines I am ready and able to reengage appropriately. ☐ Yes
☐ No
14. I acknowledge that Holy Spirit College is required to collect evidence of learning to provide funding that will support me. ☐ Yes
☐ No

Acknowledgement

Young Person: _____

Staff: _____

Date: _____

Appendix B - Individual Behaviour Support Plan

Individual Behaviour Support Plan (IBSP)

The Individual Behaviour Support Plan (IBSP) template is a guide for staff actions to prevent problem behaviours, teach and reinforce replacement behaviour (including applying corrective strategies). An IBSP is developed by a student's care team to provide a Tier 3 level of support. This is a comprehensive and collaborative process where dedicated care team time is required.

The template is in Word format to allow schools to make formatting changes to suit their context. However, the required components of an individual behaviour support plan are:

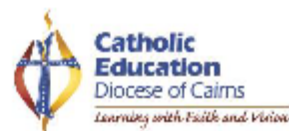
1. **Behaviour Assessment Summary.** This section outlines:
 - the student's strengths
 - setting events and triggers for problem behaviours
 - the problem behaviours in observable and measurable terms
 - initial hypothesis of the probable function of the problem behaviours
 - the replacement behaviours the team identifies as the priority for the student to learn and use translating into the goals of the plan.

2. **Implementation Plan.** This section outlines what staff will do to:
 - reduce or prevent problem behaviour
 - teach the student replacement behaviours
 - reinforce replacement behaviour
 - correct problem behaviour (least to most intrusive).

The team will also use this implementation plan as a checklist to confirm strategies have been implemented and whether further staff support is required for implementation.

3. **An Evaluation Plan.** This section outlines:
 - specific goals (1 - 2 replacement behaviours)
 - how goals will be measured.
4. **After completing an IBSP:**
 - If the data suggests the likelihood of risk behaviours despite the supports outlined in the IBSP, teams will need to complete a Risk Assessment to identify the level of potential or actual risk.
 - If the student is a new enrolment to the school, and has an IBSP, then teams will need to complete a Risk Assessment to identify the level of potential or actual risk.
 - The *Developing a Safety Plan Flowchart* outlines the process for Risk Assessment and Safety Planning in more detail.

Individual Behaviour Support Plan (IBSP)



Student Name		Year Level	
School		Last updated	
Care Team Members	Name:	Role:	

1. ASSESSMENT INFORMATION		
Strengths/interests (Academic, Personal, Social) When are the exceptions to problem behaviour? (times/settings, etc.)		
Academic / Social / Medical factors impacting on behaviour		
Problem Behaviours What do these look-like or sound-like in observable /measurable terms?		
Antecedent Events What are the events/actions/persons that are known to potentially trigger problem behaviour (HINT: What happens just before behaviour?)		

DOCUMENT NAME: Individual Behaviour Support Plan

VERSION: 0.3

DATE: 09/08/2022

Consequence (outcomes of behaviour) considerations. HINT: What happens after problem behaviour?	
Setting Events What external circumstances are likely to result in the student becoming more vulnerable to the triggers noted above	
Function of behaviour. What do we think the student gains or avoids by using these behaviours?	

2. IMPLEMENTATION PLAN – WHO WILL DO WHAT			
PREVENT	Planned actions to prevent or minimise the identified setting events or triggers?	Who leads	Status
			<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Cease
			<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Cease
			<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Cease
			<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Cease
TEACH	Replacement behaviours to learn and strategies used to teach these behaviours.	Who leads	Done?
Short term replacement behaviours:			<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Cease
Long term desired behaviours:			<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Cease
REINFORCE	Strategies for reinforcing the replacement behaviour	Who leads	Done?
			<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Cease
			<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Cease
Strategies for redirecting / correcting List the array of strategies utilising a least to most intrusive approach to redirect the student when problem behaviour occurs.			

Communication Plan (Details to be included here of how key components of this plan will be communicated to other staff).

3. EVALUATION PLAN – HOW WILL WE KNOW IF WE ARE BEING SUCCESSFUL?	
Goals (replacement behaviours) Measurable/observable goal	
How will we know if the student is having success?	1. Reduction in [problem behaviour] as measured by [] 2. Increase in [replacement behaviours] as measured by [] At each team review meeting, we will first review the checklist of strategies on Page 2 above – what has been initiated or needs to be revisited? Are they working for both the student and staff? What modifications may be needed?
Review Dates:	

Endorsement

Role	Name	Signature	Date
Teacher(s)			
Leadership			
Key Contact/Case Manager			
Legal Guardian			
TBA			

Appendix C - Collaborative Problem- Solving Process

Module 8: Facilitating Effective Collaborative Problem Solving (CPS)

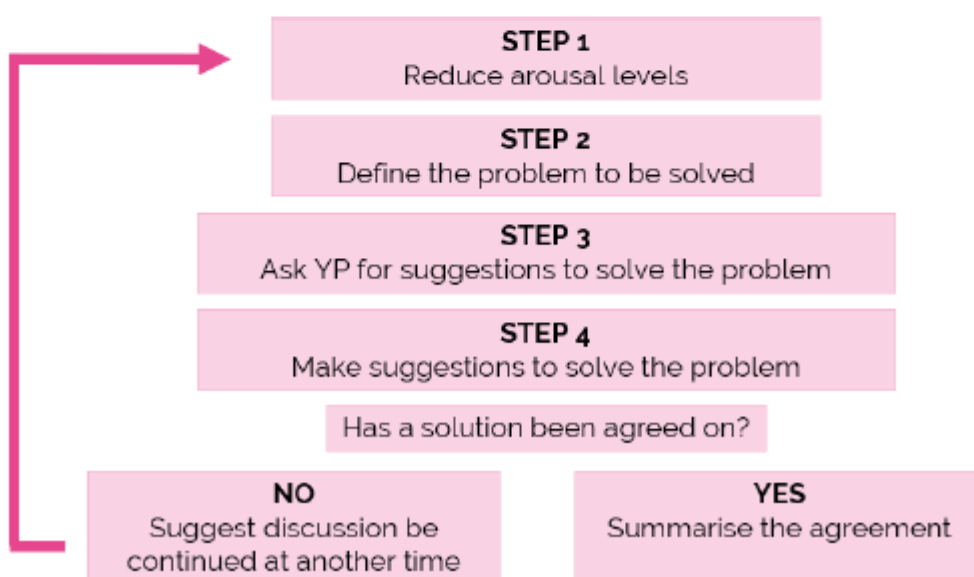
When to use a CPS meeting

For a CPS meeting to occur there needs to be a clear problem that needs to be resolved. This problem will incorporate a challenge to the framework of Operation By Principles. This challenge may involve a young person, two young people, a group of young people or young people and staff. As stated in the process, a CPS meeting must only commence once all involved parties are regulated.

CPS or OBP discussion

It can be challenging to determine when the CPS process needs to take place and when the OBP process will instead be sufficient. The point of difference needs to be in the level of dysregulation of the young people/person. For example, in the case of a young person who needs to be repeatedly asked to smoke in the designated area, many times and over many days/weeks, continuing with the OBP process is fine as long as the young person is not dysregulated or aggressive. If, under the same circumstances, the young person is being aggressive or dysregulated when the staff member is using OBP then the workers may make the decision to ask the young person to participate in the CPS process.

Collaborative Problem Solving (CPS) Process



Appendix D - Behaviour Definitions **[Check this align with what is in Engage]**

MINOR BEHAVIOURS			
	Descriptor	Definition	Example
1	Inappropriate Verbal Language	Student engages in low intensity instance of inappropriate language	Calling someone an “idiot”, swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the kitchen line, horseplay
3	Disrespect/ Non-compliance	Student engages in brief or low intensity failure to respond to reasonable adult requests	Saying “No”, “Not going to do it”, “I don’t want to do that”
4	Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to peers in class
5	Uniform Violation – Minor	Students wears clothing that is near but not within the school’s dress code	Wrong socks, wrong shorts for sport
6	Technology Violation – Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	Making a mobile phone call in breach of school’s policy
7	Property Misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy or late to class not late to school as this is often beyond the control of a student
9	Out of Bounds	Student is in an area within the school grounds that has been designated “off limits” at that particular time	
10	Lying/Cheating	Student engages in “White Lies”	“I came first”, “It wasn’t me!”, “I didn’t do it”
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under Bullying)	Laughing at someone’s misfortune
12	Sexual Behaviour	Sexual behaviours that are normal, age-appropriate, spontaneous, curious, mutual, light-hearted and easily diverted experimentation	Green light behaviours
13	Incomplete Tasks	Student has failed to complete a set piece of work in a clearly specified time frame	Has difficulty starting learning task, continuing on task or completing learning tasks

MAJOR BEHAVIOURS			
	Descriptor	Definition	Example
1	Verbal Aggression	Language (both overt and covert) directed at others in a demeaning or aggressive manner intended to harm, distress coerce or cause fear	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions (both overt and covert) involving serious physical contact where injury might occur that is directed towards another and intended to harm, distress, coerce or cause fear	Hitting, punching, hitting with an object, kicking, pulling hair, scratching
3	Bullying/ Harassment	Bullying/Harassment are behaviours that target an individual or group due to a particular characteristic; and that offends, humiliates, intimidates or creates a hostile environment. It may be a single or ongoing pattern of behaviour. Bullying involves repeated the misuse of power by an individual or group towards one or more persons	Bullying may include: Physical: hitting, kicking, any form of violence; Verbal: name calling, sarcasm, spreading rumours, persistent teasing, intimidation; Emotional: excluding, tormenting, ridiculing, humiliating, intimidating; Racial: taunts, graffiti, gestures, intimidation; Sexual: unwanted physical contact, abusive comments, intimidation Cyber bullying may include a combination of behaviours such as pranking calling, sending insulting text messages, publishing someone's private information, creating hate sites or implementing social exclusion campaigns in social networking sites Can also include 'flaming' and online hate sites/bash boards
4	Defiance/ Non-compliance	Failure or refusal to comply or obey directions, a resistance to authority	Refusing a reasonable request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away

5	Disruption	Persistent behaviour causing interruptions in a class or an activity	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour
6	Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	"Gang" undershirts, offensive T-shirts, steel capped shoes
7	Vandalism/Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson, damaging property
8	Truancy	Regular or persistent unexplained absences from school or from a class, where the reason given is unsatisfactory	Students leaves class/school without permission or stays out of class/school without permission
9	Theft	Dishonestly appropriating another person's property with the intent to destroy or permanently deprive the person of it	Stealing school or personal property
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	Using someone else's ideas or writing without acknowledging the source material. Signing another person's name such e.g. a parent or teacher on a document.
11	Technology Violation	Student engages in inappropriate (as defined by school) use of school technology including cell phone, music/video players, camera, and/or computer	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Drug-use or Possession	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	Cigarettes, cannabis, alcohol, prescription or other chemical drugs, drug related equipment
13	Weapons Use or Possession	A weapon is any object, device or instrument designed as a weapon that through its use is capable of causing bodily harm	Knife, toy gun, gun

14	Combustibles Use or Possession	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage	Being in possession of or using matches, lighters, firecrackers, gasoline, lighter fluid
15	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a “prank” to disrupt the school day and/or Emergency Services. May include pulling a fire alarm or written or verbal bomb threat
16	Concerning Sexual Behaviour	Orange behaviours - Sexual behaviours that are outside normal behaviour in terms of persistence, frequency or inequality in age, power or ability Red behaviours - Sexual behaviours that are problematic or harmful, forceful, secretive, compulsive, coercive or degrading	Explicit sexual talk or play, persistent nudity, repeated exposing of private parts to others Forcing others to be involved in sexual activity, using mobile phone and the internet which includes sexual images.
17	eCrimes/Cyber exploitation	Illegal actions that are carried out through the use of a mobile device or technology to take advantage of another	Stealing someone’s identity and impersonating them online, sending sexually explicit images
18	Academic Disengagement	Student does not complete and/or submit summative assessment pieces or avoids exams	Avoiding group assignment work, minimal drafting of assessment or has difficulty engaging with learning over a period of time