



The Mission - *Teach Challenge Transform*

At St Francis Xavier:

All children will realise their full potential,
in an atmosphere which reflects Gospel values.

We will achieve this by:

- Nurturing an environment in which all people are accepted, valued and supported.
- Encouraging in students a sense of dignity, courtesy, compassion and self-discipline.
- Providing a distinctive catholic education with a relevant and inclusive approach to religious education and the religious life of the school.
- Educating students to be successful, creative, confident, and empowered to enrich our world.
- Respecting and celebrating the diversity of our community where all cultures are appreciated.

Our School Context

St Francis Xavier is a Catholic, co-educational P-6 school of approximately 534 students situated in the City of Ipswich, adjacent to the Ipswich Motorway. The school was established in 1910.

It is a school which has welcomed children and families from many countries around the world. Over forty nationalities are represented. We are proud of the way that our community blends the best from these cultures to develop and reflect the motto of the school: "Kids Who Care".

At St Francis Xavier School, we pride ourselves on working together as a community for the benefit of our children. We have a strong belief that learning is a lifelong endeavour and that we can all learn from each other. This belief is tightly aligned with our mission statement and with our beliefs and values about teaching and learning.

Vision for Learning

Our vision for learning is all children will realise their full potential, and be successful, creative and confident learners, who are empowered to enrich our world.

<http://www.stfrancisxavier.qld.edu.au/curriculum/Pages/Vision-for-Learning.aspx>

Our Beliefs

Our beliefs about student behaviour, discipline and learning unify us and direct our action – the decisions we make, the practices we choose and how we interact with others. The following beliefs reflect current literature in positive behaviour supports.

- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration).
- Every day at school, students have the opportunity to learn and practice social skills and develop General Capabilities through the curriculum (ACARA).
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction and reteaching, rather than punishment.
- Student behaviour can be taught using the same strategies used to teach academic
- Misbehaviour presents the student with an opportunity to learn and the educator with an opportunity to teach
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.
- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role in improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Services for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

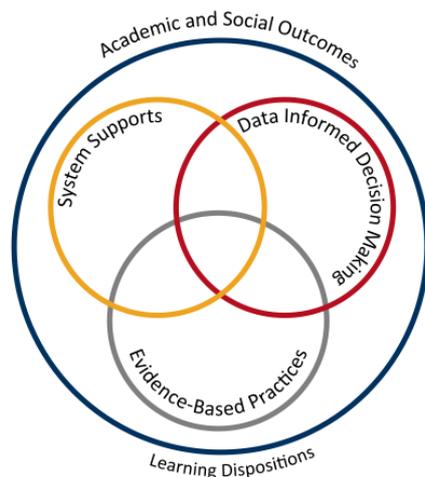
"In learning you will teach, and in teaching you will learn."

Phil Collins

Our Approach - Positive Behaviour 4 Learning

What is Positive Behaviour 4 Learning?

PB4Learning is about people, practices and processes – it is not a program but the way we do work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4Learning strategy.



Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self Assessment*, by OSEP Center On positive Behavioral Interventions and Supports, 2004, Eugene OR: Lewis

Theoretical and conceptual characteristics

The theoretical and conceptual understandings of PB4Learning are firmly linked to *Behavioural Theory* and *Applied Behavioural Analysis* (Carr et al., 2002).

This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment, behaviour is learned and rule governed, environmental factors are influential in determining whether a behaviour is likely to occur and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008)

Continuum of support and key features

An important component of PB4Learning is the adoption of a continuum of behavioural supports that, like academic instruction, acknowledges that ***students will need differing levels of behavioural interventions and supports to be successful at school.*** Within the continuum there are three levels of support.

In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.

Matthew 5:16

The first level (Green Zone) focuses on Universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing early intervention for those at risk and creating positive learning environments across all settings in the school.

Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours, and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

At St Francis Xavier Goodna, each year level choose a classroom management visual, some of which are listed below:

-  Traffic light
-  Rocket ship
-  Ladders
-  Superstars

Visual examples of these can be seen in the appendix 2.

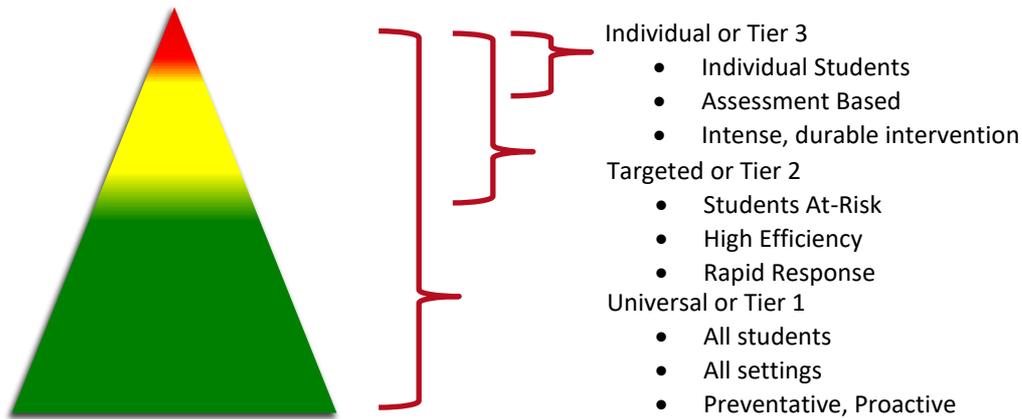
All students begin the day where the classroom teacher has deemed the 'green zone'. Students move up and down the strategy used as they are retaught behaviours and begin to practise them. All classrooms at St Francis Xavier use *learning language* as opposed to *behaviour language*. This supports the fact that the classroom is a place for learning and teaching to occur.

All whole class management strategies are to encourage students to demonstrate characteristics of a good learner. At the beginning of each year classroom teachers work with their students to define what a good learner in each class looks like. As a whole school we RECAP – see appendix 3.

The second level (Yellow Zone) focuses on students who continue to display problem behaviour even with the universal supports in place. Through the use of data, students are identified early, before problem behaviours become intense or chronic, and receive targeted supports such as small group social skill instruction, academic supports and self-management strategies (Sailor et al., 2013).

At St Francis Xavier, teachers will move students within the room to refocus them on their work, they will move them to a neighbouring classroom for 'time out', or students will be sent to the office to reflect on their continued inappropriate behaviour choices, or will complete work they have not been able to focus on during class time.

Finally, **the tertiary level** (Red Zone) of support is intensive and individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and/or family and community services.



A relentless focus on learning for all students

Our Expectations

School-wide expectations encourage consistent communications, establish an effective verbal community for all staff and students and across all settings. Agreed upon student expectations promote consistency across the staff and school community and help develop similar tolerance levels.

At St Francis Xavier our school-wide behaviour expectations are:

- ✚ Be Safe
- ✚ Be Respectful and Caring
- ✚ Be a Learner

Our school-wide matrix determines the social skills and behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about discipline.



Context	Be Safe	Be Respectful and Caring	Be a Learner
Classroom	<ul style="list-style-type: none"> Listen to and follow teacher instructions Use equipment with care and for its purpose Keep your hands and feet to yourself 	<ul style="list-style-type: none"> Take responsibility for your own actions and belongings Use manners Consider all learners Respect people's differences 	<ul style="list-style-type: none"> Reflect, engage in persistence, collaborate, be an active learner, problem solve. Take risks to enhance learning Respond appropriately to feedback
Playground	<ul style="list-style-type: none"> Wear a hat Use equipment appropriately Keep your hands and feet to yourself Leave sticks and rocks on the ground 	<ul style="list-style-type: none"> Listen to and follow teacher instructions Cooperate with peers Put rubbish in the bin 	<ul style="list-style-type: none"> Follow the rules of the game Play fair and be resilient Be a proactive bystander Move when the bell rings
Transitions – movement outside	<ul style="list-style-type: none"> Move quietly Walk on the pathways Keep your hands and feet to yourself 	<ul style="list-style-type: none"> Listen to and follow teacher instructions Help others Wait patiently 	<ul style="list-style-type: none"> Use common sense Be in the correct area Move to class or line up area promptly Be respectful of other learners
Toilets	<ul style="list-style-type: none"> Wash hands with soap Report any problem to the office Go with a partner (P-3) 	<ul style="list-style-type: none"> Respect others privacy Use toilet paper appropriately Flush the toilet Be patient - Wait your turn 	<ul style="list-style-type: none"> Demonstrate appropriate behaviour while waiting for others
Whole School Celebrations	<ul style="list-style-type: none"> Listen to and follow teacher instructions Sit in the designated position 	<ul style="list-style-type: none"> Be aware of others and sacred times Respond appropriately 	<ul style="list-style-type: none"> Be an active participant
Before School	<ul style="list-style-type: none"> Place school bag on bag rack (Year 5&6) Sit in designated area Keep your hands and feet to yourself 	<ul style="list-style-type: none"> Listen to and follow teacher instructions Speak quietly Welcome others Use manners 	<ul style="list-style-type: none"> Be an active participant in the morning routine



In addition to our school-wide expectations our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

Personal and social capability, Ethical understanding and Intercultural understanding focus on ways of being, behaving and learning to live with others while Critical and Creative thinking is fundamental in students becoming successful learners. The ACARA learning continuum for each capability describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at particular stages of schooling.

Personal and social capabilities can be read in appendix F.

Teaching expected behaviour

Effective instruction requires more than providing the rule—it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005).

Instruction takes place each day, throughout the day, all year long.

With our students we have found positive results when staff:

Remind = Regularly remind students of expected learning, expected behaviours, procedures and routines.

Supervise = Monitor student performance.

Feedback = Provide feedback.

Feedback: Encouraging Expected Behaviour

It is important to follow desired behaviours with positive consequences such as specific positive feedback along with other forms of reinforcement. Our systems encourage and motivate students, both as they are learning the expected behaviours and then to maintain those skills and dispositions as students become more fluent with their use. Specifically, our encouragement system utilises effective, specific positive feedback, adult attention both contingent and non-contingent and a tangible reinforcement system.

This is a brief overview of some strategies used

- ✚ Non-contingent adult attention: provided regardless of performance and includes such things as greeting, smiles and conversations.
- ✚ Contingent adult attention provided based upon the performance of an identified behaviour. Contingent attention is attention given after the desired behaviour takes place. The student must perform the expected behaviour before a teacher responds with attention.

We believe that both types of attention create a positive school climate and build rapport and relationships helping students to learn.

- ✚ With **specific** positive feedback you are recognising attainment of specified performance criteria, effort or success at tasks that are difficult for the student. This type of feedback needs to be given frequently when a student is learning a new skill and unpredictable or intermittently when a student is maintaining the skill or generalising it to a new context or setting.
- ✚ The development of a tangible system can be motivating for students creating a real sense of fun and thus contributes to the positive school climate. In addition, tangible systems can prompt staff to initiate opportunities for positive feedback and adult attention.

These components enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

Classes at St Francis Xavier have:

- ✓ Kids who care.
- ✓ Prize boxes.
- ✓ Stickers and stamps.
- ✓ Students sent to the office or another teacher to share good work.
- ✓ Class celebrations.

Targeted Supports

Targeted interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that are detrimental to instruction and interfere with their own learning. Targeted interventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, either through discipline data, attendance data, and teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

Targeted intervention is individualised and is put in place and supported by the classroom teachers and the student support team.

Two examples of support we use at St Francis Xavier are:

- Check in Check out – The goal of using this is to prevent students who are acting out from escalation and provide them with more frequent feedback on their behaviour to prevent future problem behaviour. The student ‘checks in’ with a staff member at the beginning of each day to get their card and their goals for the day. They then ‘check out’ with the same member of staff and receive positive reinforcement for the effort they have put in to attaining their goals.

- Playground Inclusion – students who have made poor choices in the playground are placed on this system, which supports gradual inclusion back into the playground, over a two-week period.

Individualised Interventions.

Successful outcomes for student’s whose behaviour has not responded to universal or targeted supports are dependent on our ability to intervene as early as possible with appropriate evidence–based interventions. A function-based approach is an essential feature of Positive Behaviour 4 Learning.

Functional Behavioural Assessment (FBA) is a collection of methods for obtaining information about the antecedents (things that student experiences before the behaviour of interest), behaviours (what the student does) and consequences (what the student experiences after the behaviour of interest). The purpose is to identify the reason (function) for the behaviour and to use the information to develop strategies that will support positive student performance while reducing the behaviours that interfere with the student’s successful functioning at school (Witt et al., 2000). The FBA together with the function-based intervention procedures provide the bulk of the information needed to develop an effective and long lasting Behaviour Intervention Plan that eliminates problem behaviours, increases desirable behaviours and changes settings so that desirable behaviours are more likely to occur.

Interventions linked to the function or purpose of the behaviour, have proven to be more effective than interventions that simply increase reinforcement for “appropriate” behaviour and penalties for problem behaviour (Umbreit et al, 2007).

FBA is a flexible process that can be adapted to many situations. The complexity of the process will be informed by the complexity of the situation. The FBA process and the development of an individual plan may include:

1. The collection of background information through student files and interviews with relevant stakeholders including the student and their parents
2. Observations in the classroom
3. Collaborative meetings to share information and plan effective intervention strategies
4. Teaching replacement behaviours
5. Creating routines and environments to facilitate success
6. Monitoring and evaluating the effectiveness of the behaviour plan.

At St Francis Xavier, we have staff trained in Functional Behaviour Analysis.

Responding to Inappropriate Behaviours

The best defence is always a great offence.

Even with our positive approach to teaching and supporting appropriate behaviour, some problem behaviour will still occur. For some students, they do not know how to perform the expected behaviour or don’t know it well enough to routinely use it

at the appropriate times. For other students, they are not sufficiently motivated or invested in using the appropriate behaviour even when they understand what is expected.

The process of responding to problem behaviour is much like an error analysis, which is commonly used for academic work. Students who have a “skills deficit” will need more explicit instruction and practice while students who have a “performance deficit” need more prompts and cues to highlight the need for the replacement behaviour in context and may need more intense reinforcement when they use the replacement behaviour.

A continuum of Responses

To correct behavioural “errors”, we have a system in place that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from relatively minor ones, to chronic persistent minor behaviours and to more serious and major problems. This continuum thinking begins with clarity between those behaviours that can and should be managed by staff, within the context of the classroom and non-classroom settings and those that are serious enough to warrant an office referral. The definitions of teacher managed behaviours (minors) and office managed behaviours (majors) have been included in Appendix A.

Although the teacher is the key problem solver when addressing minor behaviours, they can and should collaborate with and share creative strategies with families and colleagues.

Teachers typically address minor behaviours using best practices that include correction and re-teaching. Appendix B includes a brief summary of practices that may be utilised. As with all strategies to address inappropriate behaviour, they should be done privately and with instructional demeanour.

If the inappropriate behaviour persists or intensifies, staff may cease using correctional strategies and utilise crisis prevention strategies with the intent of preventing the behaviour from escalating beyond what can be appropriately managed in the instructional environment. When required classes are evacuated and members of the leadership team escort the student to the office.

For “office managed” behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

Learning-based consequences

Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all

powerful learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though consequences for inappropriate behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Consequences are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour. Fairness means that everyone gets what they need in order to be successful and meet the expectations.

Monitoring inappropriate behaviour

Our monitoring system for both major and minor behaviours assist us in making decisions about when to engage other supports to address the problem. Typical consideration would include:

- The student is losing instructional time because of his/her behaviour.
- The behaviour is occurring frequently, requiring substantial teacher time
- The intensity of the behaviour draws attention of those close-by causing disruption to activities.
- The student is not responding to universal supports

Figure 1 describes our Universal response and decision-making processes.

Targeted and Individualised Supports as a response to Problem behaviour

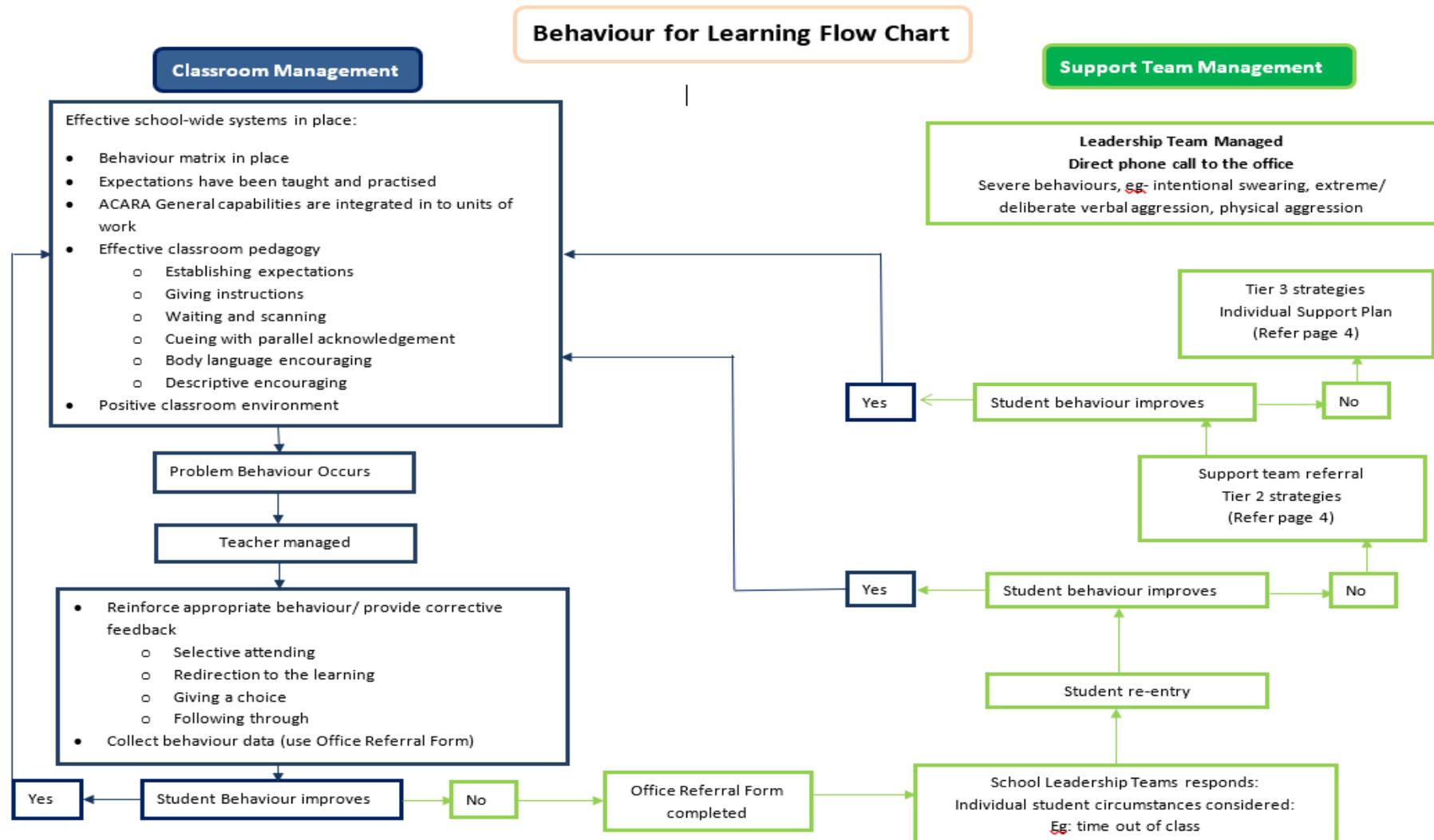
Our evidence-based practices for targeted and individualised support have been described in the previous text. Throughout the decision-making process, data is used to guide us to ask the “right” questions. The right question, asked at the appropriate time can deepen the dialog from the concerns about an issue, to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et.al, 2009)

Suspensions

Suspension will occur at the discretion of the leadership team, dependent upon the level, seriousness and number of occurrences. Students who have an accumulation of the same inappropriate behaviour, which has been frequently addressed, and the expected behaviour retaught, may also be suspended.

Suspensions may be internal, or students may be sent home. This is determined by a member of the Leadership Team after considering the circumstances of the incident and individual student’s story and history. When a student is suspended, they are expected to re-enter through the school office and speak to a member of the Leadership team before re-entering class.

Figure 1



Appendix A

Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example/Non-Example	Example Consequences
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an "idiot", swearing if they kick their toe	Time out in class Time out during lunch or walk with teacher on duty
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line, transition times	Moved in line Spoken to by staff member
3	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests		
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class	
5	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		
6	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose	
7	Late	Students arrive late to class	Tardy late to class not late to school as this is often beyond the control of a primary school student	
8	Out of Bounds	Student is in an area within the school grounds that has been designated "off limits" at that particular time		Redirect to area
9	Lying/Cheating	Student engages in "White Lies"		
10	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)		

Major Behaviours

	Descriptor	Definition	Example/Non-Example	Example consequences
1	Verbal Aggression	Language directed at others in a demeaning or aggressive manner	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice	
2	Physical Aggression	Actions involving serious physical contact where injury might occur	Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.	
3	Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters	
4	Defiance/non-compliance – Major	Refusing 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	Major Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour	
6	Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson	
7	Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property		

Major Behaviours (cont)

	Descriptor	Definition	Example/Non-Example	Example consequences
8	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.		
9	Major Technology Violation	Student engages in inappropriate (as defined by school) use of 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)	
10	Use/possession of Alcohol	Student is in possession or is using alcohol		
11	Use/possession of Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions		
12	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)		

Appendix B

Strategies to Manage Minor Behaviour

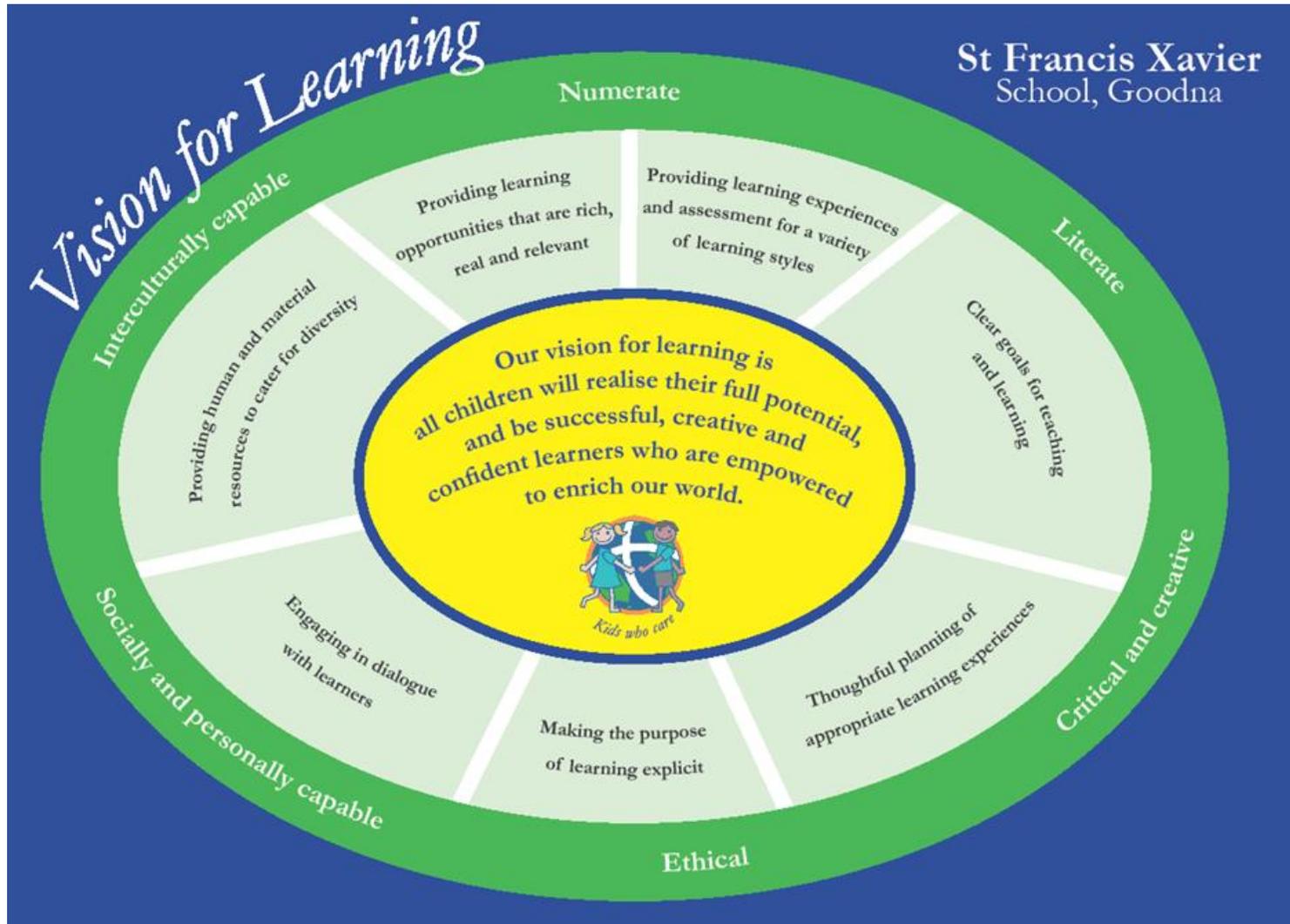
Technique	Explanation
Proximity	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
Signal Non-verbal Cue	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
Ignore/Attend/Praise	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
Restitution	"Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour". (p.453 Scheuermann & Hall, 2012)
Re-Direct	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
Re-teach	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.

Strategies to Manage Minor Behaviour (cont)

<p>Provide Choice</p>	<p>Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.</p>
<p>Student Conference</p>	<p>This is a lengthier re-teaching or problem solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.</p>

(From the Missouri SW-PBS Team Workbook)

Appendix C



Appendix D







Appendix E



Appendix F

Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Self-awareness element							
Recognise emotions	recognise and identify their own emotions	identify a range of emotions and describe situations that may evoke these emotions	compare their emotional responses with those of their peers	describe the influence that people, situations and events have on their emotions	explain how the appropriateness of emotional responses influences behaviour	examine influences on and consequences of their emotional responses in learning, social and work-related contexts	reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts
	express a personal preference	identify their likes and dislikes, needs and wants, and explore what influences these	identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	describe personal strengths and challenges and identify skills they wish to develop	describe the influence that personal qualities and strengths have on their learning outcomes	make a realistic assessment of their abilities and achievements, and prioritise areas for improvement	assess their strengths and challenges and devise personally appropriate strategies to achieve future success
Understand themselves as learners	select tasks they can do in different learning contexts	identify their abilities, talents and interests as learners	discuss their strengths and weaknesses as learners and identify some learning strategies to assist them	identify and describe factors and strategies that assist their learning	identify preferred learning styles and work habits	identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required
Develop reflective practice	recognise and identify participation in or completion of a task	reflect on their feelings as learners and how their efforts affect skills and achievements	reflect on what they have learnt about themselves from a range of experiences at home and school	reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback	monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential	predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers	reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability

Appendix F

Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Self-management element							
Express emotions appropriately	recognise and identify how their emotions influence the way they feel and act	express their emotions constructively in interactions with others	describe ways to express emotions to show awareness of the feelings and needs of others	identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations	explain the influence of emotions on behaviour, learning and relationships	forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour	consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices
Develop self-discipline and set goals	make a choice to participate in a class activity	follow class routines to assist learning	set goals in learning and personal organisation by completing tasks within a given time	explain the value of self-discipline and goal-setting in helping them to learn	analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals	select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals	critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts
Work independently and show initiative	attempt tasks with support or prompting	attempt tasks independently and identify when and from whom help can be sought	work independently on routine tasks and experiment with strategies to complete other tasks where appropriate	consider, select and adopt a range of strategies for working independently and taking initiative	assess the value of working independently, and taking initiative to do so where appropriate	critique their effectiveness in working independently by identifying enablers and barriers to achieving goals	establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes
Become confident, resilient and adaptable	identify people and situations with which they feel a sense of familiarity or belonging	identify situations that feel safe or unsafe, approaching new situations with confidence	undertake and persist with short tasks, within the limits of personal safety	persist with tasks when faced with challenges and adapt their approach where first attempts are not successful	devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety	assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence	evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations

Appendix F

Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Social awareness element							
Appreciate diverse perspectives		acknowledge that people hold many points of view	describe similarities and differences in points of view between themselves and people in their communities	discuss the value of diverse perspectives and describe a point of view that is different from their own	explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view	articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
Contribute to civil society	show an awareness for the feelings, needs and interests of others	describe ways they can help at home and school	describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them	identify the various communities to which they belong and what they can do to make a difference	identify a community need or problem and consider ways to take action to address it	analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
Understand relationships		explore relationships through play and group experiences	identify ways to care for others, including ways of making and keeping friends	describe factors that contribute to positive relationships, including with people at school and in their community	identify the differences between positive and negative relationships and ways of managing these	identify indicators of possible problems in relationships in a range of social and work related situations	explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships

Appendix F

Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Social management element							
Communicate effectively	respond to the feelings, needs and interests of others	identify positive ways to initiate, join and interrupt conversations with adults and peers	discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers	identify communication skills that enhance relationships for particular groups and purposes	identify and explain factors that influence effective communication in a variety of situations	analyse enablers of and barriers to effective verbal, nonverbal and digital communication	formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks
Work collaboratively		share experiences of cooperation in play and group activities	identify cooperative behaviours in a range of group activities	describe characteristics of cooperative behaviour and identify evidence of these in group activities	contribute to groups and teams, suggesting improvements in methods used for group investigations and projects	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks
Make decisions		identify options when making decisions to meet their needs and the needs of others	practise individual and group decision making in situations such as class meetings and when working in pairs and small groups	contribute to and predict the consequences of group decisions in a range of situations	identify factors that influence decision-making and consider the usefulness of these in making their own decisions	assess individual and group decision-making processes in challenging situations	develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making
Negotiate and resolve conflict		listen to others' ideas, and recognise that others may see things differently from them	practise solving simple interpersonal problems, recognising there are many ways to solve conflict	identify a range of conflict resolution strategies to negotiate positive outcomes to problems	identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations	generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts

Appendix F

Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Develop leadership skills	respond to the feelings, needs and interests of others	identify ways to take responsibility for familiar tasks at home and school	discuss ways in which they can take responsibility for their own actions	discuss the concept of leadership and identify situations where it is appropriate to adopt this role	initiate or help to organise group activities that address a common need	plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals	propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely



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