Goodwood State School

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

1. Purpose

Goodwood State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Our school plan is aligned with The Code of School Behaviour by setting expectations of behaviour for all stakeholders of the school, including students, parents and staff. Our school has a code of its own, which is aligned with The Code of School Behaviour and has four main areas; Respect, Effort, Safety and Self-Responsibility. Upon enrolment of each child, an agreement is entered into that binds staff, student and parents to abide by the code.

This code is the basis of our Behaviour Management Plan. Benchmarks for each of the code areas have been established that move along a continuum from beginning, developing, competent and excelling, which are used to map out each child’s behaviour.

A key concept of our plan is to focus predominantly on encouraging children to make positive and constructive choices through acknowledgement. Consequences for negative behaviour is within our plan and is available should it be needed. Considering that our students will be future citizens in our society, it is important to engender the characteristics of self responsibility, helping them to make positive decisions for themselves.

2. Consultation and data review

Goodwood State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution community meetings and “at the gate conversations” were held through 2012. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2009 – 2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director in February 2013, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

A key ingredient to maximising a child’s learning potential is to provide a learning environment that is safe, supportive and positive.
It is important to recognise the good behaviour of those children who, day in day out make sensible and responsible choices and apply themselves diligently. It is also important to recognise and acknowledge the efforts of children to improve their behaviour. In addition, it is important to have consequences for those children who make inappropriate choices in relation to behaviour.

Optimum performance is achieved through constructive motivation (you want to do it), as opposed to restrictive motivation (you have to do it). Consequently it is important that the behaviour management plan focuses on acknowledging and encouraging children in a constructive manner.

All areas of Goodwood are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Goodwood State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

Be Respectful (Respect) Be Diligent (Effort)  
Be Safe (Safety)  
Be Self Responsible (Self-Responsibility)

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Our Behaviour Management Plan encompasses the whole school and is applicable to behaviour at all times – in class, at break times, before school after school, while on school grounds. All staff work with the plan to acknowledge good behaviour and correct inappropriate behaviour.

Respect, Effort, Safety and Self Responsibility are the four organisers/rules for behaviour in our school. Each of these rules has a set of descriptors in four different phases of development; Beginning, Developing, Competent, Excelling. These rules, descriptors and phases are organised into a continuum, which is used to monitor and report on student achievement in relation to behaviour.

We support and encourage children to move along the continuum towards Competent/Excelling through acknowledgement of good behaviour and through the provision of a learning environment that is engaging and achievable but challenging. A range of consequences for inappropriate behaviour are available to administer to encourage children to move toward responsible decisions.

Acknowledgement of good behaviour for each student is provided in different ways for the classroom teacher to choose from. Two examples are 30 minutes of free time each week, accumulation of tokens to be “cashed in” each week for
prizes. This acknowledgment is earned by demonstrating good behaviour throughout the week. Children who make inappropriate choices reduce their level of acknowledgement. Children may reduce their acknowledgement as a result of inappropriate behaviour in the classroom or on the school grounds at any time.

Children have a range of negotiated activities to choose from to engage in during their Acknowledgement Time. Children who have lost some of their time, will need to continue working for that duration. This is a way to acknowledge the efforts of individuals.

Simultaneous to this we have a system that nurtures peer support to make good decisions. School Houses are awarded points for the good efforts of its members. These points are tallied at the end of term to identify the winning House, who negotiates a form of acknowledgement as a result of their efforts. Peer support can often have a more effective influence than teacher redirection / encouragement and can help to change inappropriate behaviour patterns.

The effectiveness and administration of the Behaviour Management Plan is regularly evaluated and discussed at staff and P&C meetings. We also review particular children who are experiencing difficulty in moving from Beginning level to Developing level and establish individual strategies, complementary to our Plan, to assist them in their progress.