Statement of Expectations
for a Disciplined School Environment

Statement of Expectations

The Department of Education, Training and Employment is committed to ensuring that every day, in every lesson, every student in state schooling is learning and achieving within a safe, supportive and disciplined learning environment. Schools promote a positive and inclusive school community that affirms the rights of all members of the school community to feel safe and be safe at school. Schools recognise the reciprocal relationship between academic success and social behaviour.

Expectations

State schools develop a school-wide behaviour plan collaboratively with the school community and review it regularly. The behaviour plan describes the school's whole-school evidence-based approach to promoting positive behaviour and maintaining teaching and learning environments that support learning and wellbeing for all students. This approach is prevention-based in that the goals are to teach important social skills, prevent the development of new problem behaviours and reduce the intensity and frequency of existing problem behaviours. Finally, development, implementation and evaluation of the school-wide plan must consider and be adapted to the unique cultural and contextual characteristics (e.g. language, rituals, mannerisms, values, histories) of the school's students, their families, staff and community members.

Recent research indicates that consistently implementing an evidence-based whole-school, positive approach to behaviour can improve social behaviour and student performance. Research clearly indicates the positive impact of parents and the community working together with the school and developing shared behaviour expectations, effective school leadership, quality teaching and an engaging curriculum. Analysis of the research indicates there are core elements that make a significant difference in increasing positive behaviour and reducing inappropriate behaviour. The approach detailed in the school's behaviour plan will reflect the following core elements:

1. Principal leadership

- Demonstrate visible and active support of a positive whole-school approach to behaviour.

- Establish and actively participate in a school leadership team to enact the behaviour plan and manage the implementation of a whole-school approach to behaviour.

- Engage all members of the school community and participate in the development, implementation and enhancement of the behaviour plan.

- Regularly review the school's behaviour plan using data to inform discussions and decision-making.

- Facilitate professional learning opportunities for all staff to enable effective implementation of the behaviour plan and to enhance their skills to positively manage behaviour.

- Acknowledge students, staff and family member participation and contribution to the implementation of the behaviour plan.

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- Gain staff commitment to implementing the school's behaviour plan consistently and with the highest degree of integrity.

2. Parent and community engagement

- Develop a shared understanding of behavioural expectations and actively seek parent and community participation in the development of the school's behaviour plan.

- Engage in regular positive, respectful interactions with family and community members such that positive, respectful, and valued relationships are established.

- Communicate clearly the school's expectations for student behaviour to students and their parents at enrolment and throughout the student's enrolment.

- Engage parents as partners to support their child's learning and behaviour.

- Promptly inform parents of any behaviour incidents and if their child requires additional support with behaviour and engage parents in developing strategies to support the student.

- Provide opportunities for parents to enhance their skills to positively support behaviour success at school.

3. Data informed decision making

- Regularly and frequently enter data about positive and inappropriate student behaviour into OneSchool, using agreed procedures and protocols.

- Employ standard evaluation questions that consider (a) what, where, when and why students engage in particular behaviours; (b) staff members involved; and (c) accuracy and consistency of implementation of the positive whole-school approach.

- Regularly analyse student behaviour and achievement data at student and systems levels to: evaluate the implementation and effectiveness of the positive whole-school approach; and, inform revision of the school's behaviour plan.

- Regularly communicate and discuss findings with school staff and parents to inform decision-making about individual, group and school-wide responses.

4. Clear consistent expectations for behaviour

- Set high expectations for behaviour and learning across the whole-school community and for all students.

- Identify, define and describe three to five positive behaviour expectations that are important in all school settings and for all students and staff members.

- Develop and implement formal lesson plans using positive behaviour examples that are representative of typical school settings and each of the three to five positive expectations.

- Develop and implement procedures for reporting, and responding to inappropriate behaviour and train staff to ensure consistent effective implementation.

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- Set disciplinary consequences for unacceptable behaviour that align with the legislative requirements of the *Education (General Provisions) Act 2006* and department policies and procedures. Apply them fairly and consistently.

5. Explicit teaching of appropriate behaviour to all students

- Provide differentiated curriculum within the school's pedagogical framework to engage students and promote learning.

- Select evidence-based behaviour strategies that can be organised into a tiered continuum of behaviour supports.

- Define, teach, reteach and model the expected behaviours and provide opportunities for practice in the settings in which they will be used.

- Actively supervise students, promote expected behaviour, prevent and correct inappropriate behaviour and acknowledge positive behaviour continuously.

- Differentiate behaviour support practices and strategies, based on data related to student progress and responsiveness, to teach appropriate behaviour and social and emotional skills to:

  - **all** students

  - identified **groups** of students whose behaviour still does not meet the behaviour expectations despite the teaching given to all students

  - identified **individual** students whose behaviour continues to be inappropriate despite participating in the teaching given to all students and their involvement in small group programs.

- Ensure differentiated approaches recognise disability, while not accepting inappropriate behaviour.

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