

St Anthony's School, Dimbulah



Whole School Behaviour Support Plan

EFFECTIVE DATE:

4th February 2026

FULL REVIEW DATE:

4th February 2029

Version Date: 04/02/2026

Purpose

St Anthony's School is committed to providing a safe, inclusive and respectful learning environment for all students, staff, parents and visitors.

This Whole School Behaviour Support Plan describes the staff responsibilities and processes we use in our school to promote an effective research-based approach to developing and maintaining positive student behaviour.

Its purpose is to facilitate high levels of student engagement across the school, ensuring that successful learning outcomes are maximised and that our students are enabled to participate fully and experience success

School Mission and Vision

As a Catholic school, our purpose is to inspire and live out the Gospel of Life to encounter Christ in all that we do.

Our mission is to offer a quality Catholic education where each student is supported to:

- Aspire to reach their full potential
- Develop their moral decision making
- Seek out their Faith journey - through our school motto "To Seek, To Strive, To Find for Love of God"

In the spirit of Christ and faithful to the examples of St Anthony and St Mary MacKillop, our vision is to foster a positive and welcoming school community focusing on the development of the wellbeing and learning for every student as a lifelong learner.

Our values are centred around the Gospel and Christ:

Community - Be concerned about everyone and promote kindness in our community. Hebrews 10:24

Humility - Be humble, gentle and patient in the words we say to one another. Ephesians 4:2

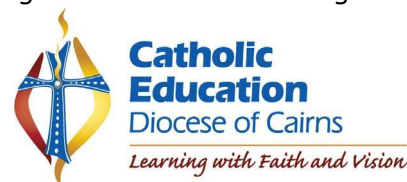
Respect - Show respect to others as you would have them show respect to you. Matthew 7:12

Integrity - Always do what is right even when no one is watching you. Corinthians 8:21

Service - Use your unique gifts and talents to serve others. Peter 4:10

Tolerance - Be mindful that everyone is different and needs to be valued equally. Galatians 6:2

This whole school behaviour plan is also informed by this shared Mission and Vision. It describes the varied and responsive ways that are utilised by our staff to bring together faith and learning to support the wellbeing and engagement of every student.



Our School Context

St Anthony's School was first established in 1966. The school was governed by the vision of St Mary of the Cross MacKillop, who was the founder of the Sisters of St Joseph. They ran the school for the next 22 years. St Mary of the Cross MacKillop extolled the key belief that every child has the right to a good education, regardless of their background.

Throughout the following years, the school has continued the goal of Catholic Education; to foster a Christian community and a belief in the message of Jesus Christ alongside a balanced and quality education. Classes are composite, with the grouping of grade levels of P/1/2, 3/4 and 5/6.

St Anthony's is described by newcomers as a peaceful place of learning. We have optimum class sizes and high teacher to student ratios for individualised teaching and learning. A reflective learning approach means that students are always improving and we encourage them to take self-responsibility for behaviour and learning. Parental involvement is always welcomed at St Anthony's.

Consultation and Review Process

The consultation process used to inform the development of the St Anthony's Whole School Behaviour Support Plan occurred in three phases.

In the first phase, opportunities to inform staff of the development were incorporated into staff meetings. The process also constituted a key agenda for our regular Multi-Tiered Systems of Support - Engagement (MTSS-E) team meetings, which later was a natural forum for tabling suggestions regarding improving the quality of relationships and communication across the school and with the school community.

This included revisiting our common understanding of expected behaviours, our processes for teaching these behaviours, and also staff responsibilities in regard to managing and supporting students who require additional support to meet expectations.

In the second phase, as we firmly believe that schooling is a partnership operation, we sought feedback from all stakeholders. This information was collated to produce a clear picture of priorities and issues of importance to all stakeholders.

Finally, a draft Whole School Behaviour Support Plan was prepared and implemented within the school environment. At the end of each three year school cycle, teachers will come together to discuss any amendments that are required to ensure that the Whole School Behaviour Support Plan is effective.

SECTION A: Our Student Behaviour Support Systems

1. Our Beliefs About Student Behaviour

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

Education must include a balanced focus on both academic achievement and social competency. The education we offer at St Anthony's school is a child-centred, holistic one that focuses not only on curriculum and the academic basics of a good education, but also has a spiritual and personal focus and a particular emphasis on social and emotional wellbeing.

Students may not have had the opportunity to learn acceptable behaviour. We must not assume students know the behaviours and social skills that lead to success at school and in the wider community.

Behaviour is learned; therefore, responsible behaviour can be taught using the same strategies used to teach academics. Positive behaviour is best achieved through instruction (what teachers are trained to do) rather than punishment.

Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach. Forgiveness, understanding and positive guidance will be the foundation for the handling of unacceptable behaviour in our school.

Our discipline is based on Christ's central theme of love for God and one another. We endeavour to develop in our students a positive self-image and a sense of self-discipline featuring tolerance and forgiveness.

For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships. Our high quality and reflective teaching practices together with the nurturing of schoolwide positive relationships are qualities that are highly valued by our families.

Students need and want high standards for their behaviour. Maintaining high expectations does not require "get tough" or punitive approaches.

Student engagement is a shared responsibility and requires a combined effort by all staff. We all "own" every student and are jointly committed to their success.

Student 'discipline' is a collaborative effort. All staff must work together, striving for consensus on procedures and consistent implementation. We assume the belief that schooling is a partnership operation. It is in working as partners – in supporting and encouraging each other's efforts – that we benefit in bringing children to a genuine knowledge of themselves and of the world in which they live.

2. Our Whole-School Approach; a Multi-tiered System of Support (MTSS)

A whole school approach provides a continuum of support (Universal, Targeted and Personalised) that acknowledges that students will need differing levels of support to be successful at school. MTSS-E is a framework that provides schools with the systems and processes to support students and improve student engagement outcomes.

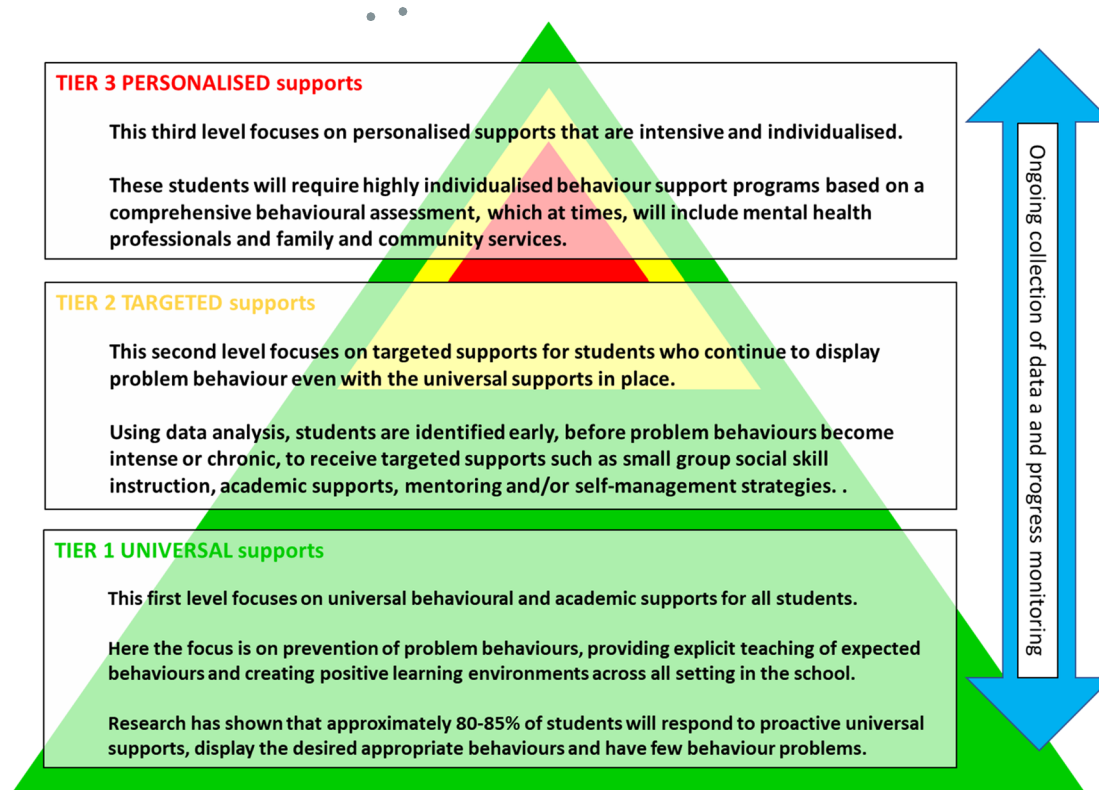


Diagram 1: Multi-Tiered Systems of Support (MTSS)

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

As St Anthony's School is a small school, it is the expectation that every staff member is actively involved in the responsibility of addressing student behaviour, engagement and wellbeing. All staff members are involved in professional learning around the implementation of MTSS-E. Every decision based on the creation of our school values and Whole School Behaviour Support Plan are collaboratively decided on by all stakeholders of the school community.

SECTION B: Our Student Behaviour Support Practices

Tier 1: Universal Supports

1. Clarity: Our Values and Expected Behaviours

Whole school values encourage consistent communication and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community.

In the same way that our school motto 'To Seek, To Strive, To Find For Love of God' applies not only to the students, but indeed to all members of our school community, our schoolwide values have been developed to provide consistency across our staff and school community.

These schoolwide values encourage and establish a common language of expectations for all staff and students and across all settings. Being a Catholic school also supports our emphasis on learning about Christian values – by using a consistent language, we aim to instil these values in students' daily school life, giving them a strong foundation for becoming responsible and tolerant adults.







Our values are:

- Community
- Humility
- Respect
- Integrity
- Service
- Tolerance.

The promotion and teaching of these expectations occurs across a variety of settings, including:

- Referenced and explicitly taught every morning during morning routine
- Displayed via school signage
- Referenced daily through interactions with all stakeholders at school assemblies, and information evenings.

Our Christ values in action 'matrix' is a visual tool that outlines the expected behaviours of all stakeholders and visitors throughout the school. This allows us to teach proactively and to provide all stakeholders with a positive message about behaviours for learning at St Anthony's School. This is our school's values in action matrix:

 Community	 Humility	 Respect	 Integrity	 Service	 Tolerance
Community – be concerned about everyone and promote kindness in our community (Hebrews 10:24)	Humility – be humble, gentle and patient in the words we say to one another (Ephesians 4:2)	Respect – show respect to others as you would have them show respect to you (Matthew 7:12)	Integrity – always do what is right even when no one is watching you (Corinthians 8:21)	Service – use your unique gifts and talents to serve others (Peter 4:10)	Tolerance – be mindful that everyone is different and needs to be valued equally (Galatians 6:2)
St Anthony showed community by preaching to all those who wanted to listen.	St Anthony showed humility by being generous with his time for others.	St Anthony showed respect by accepting all those who came to listen to what he had to say.	St Anthony showed integrity by not judging others for their own decisions.	St Anthony showed service by preaching the word of God.	St Anthony showed tolerance by showing perseverance with spreading his message of God.
St Mary of the Cross MacKillop showed community by seeking out and supporting all those in need.	St Mary of the Cross MacKillop showed humility by placing others before herself.	St Mary of the Cross MacKillop showed respect by treating everyone as equals.	St Mary of the Cross MacKillop showed integrity by ensuring all children had access to education.	St Mary of the Cross MacKillop showed service by helping everyone without expecting anything in return.	St Mary of the Cross MacKillop showed tolerance by being patient with those who were not supportive of her vision.
At St Anthony's we demonstrate being part of a community by: <ul style="list-style-type: none"> Participating in events Greeting everyone politely Celebrating everyone's successes Keeping areas clean and tidy 	At St Anthony's we demonstrate our humility by: <ul style="list-style-type: none"> Being humble Praising others for their efforts Maintaining privacy Acts of kindness 	At St Anthony's we demonstrate respect by: <ul style="list-style-type: none"> Following instructions Taking turns Using manners Keeping your opinions to yourself 	At St Anthony's we demonstrate integrity by: <ul style="list-style-type: none"> Telling the truth Playing fairly Moral decision making Doing the right thing (even when no one is watching) 	At St Anthony's we demonstrate service by: <ul style="list-style-type: none"> Putting others first Volunteering my time Being a willing participant Being faithful stewards of the earth 	At St Anthony's we demonstrate tolerance by: <ul style="list-style-type: none"> Being patient Being understanding Treating others equally Welcoming everyone

In addition to our school values, our curriculum is informed by the General Capabilities in the Australian Curriculum. The Personal and Social Capability is one of the seven General Capabilities that outlines student developmental stages of self-awareness, self-management, social awareness and social management.

2. Teaching Expected Behaviour

Effective instruction requires practice, feedback, re-teaching and encouragement. Instruction takes place each day, throughout the day, all year long. St Anthony's school staff focus not only on the curriculum and the academic basics of a good education, but also promote a spiritual and personal focus and place a particular emphasis on social and emotional wellbeing. Our high quality and reflective teaching practices together with the nurturing of school-wide positive relationships are key components of this approach.

The direct teaching of social behaviours that are congruent with our values is conducted through a combination of the following:

1. Beginning of school year orientation day
2. Pastoral care period, weekly throughout the year
3. Time built into the first weeks of schools and increased later in the year
4. Assemblies followed by group practice
5. New student orientation when needed
6. Student leaders support younger peers

3. Feedback: Acknowledging Expected Behaviours

Our school acknowledges students for demonstrating expected behaviours. The acknowledgement strategies in place for our school and classrooms include:

School practices that encourage expected behaviours	Classroom practices that encourage expected behaviours
CHRIST value award of the week	Sticker rewards
Principal reward and acknowledgement	Prize box pick
School social media display	Verbally praise specific behaviours
Verbally praise specific behaviours	Free choice activity
School assembly reinforcement of values	End of term reward (class party, game, movie)

Tier 2: Targeted Supports

Targeted evidence-based interventions support students at risk of disengagement (social emotional, behavioural, cognitive) and may prevent the need for more intensive interventions.

Students are identified proactively, using but not limited to academic, behaviour and attendance data. Student progress and support are monitored and reviewed.

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

- Targeted School-Officer support
- Targeted School Counsellor Support services
- Intervention programs
- Wellbeing programs (Building Resilience, Zones of Regulation, Better Buddies and CHRIST Values)

Tier 3: Personalised Supports

Personalised Supports are for students whose behaviour has not responded to Universal or Targeted supports.

Personalised supports currently on offer at the school include:

- Collaborative problem solving with student
- Diverse Learners Team (DLT) process, including key stakeholders and regular meeting/review cycle
- Individualised goal setting and adapted timetables
- Increased input from specialists (CES and external providers)
- Review of either existing support plans or development of individualised behaviour support plans

4. Responding to Problem Behaviours

Even with our positive approach to teaching and supporting expected behaviours for learning, student 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.

When responding to behaviours, all staff take a positive, supportive approach that builds, maintains, and sustains relationships with students.

When responding to problem behaviours, we have a Behaviour Response Continuum that enables staff to respond efficiently and effectively to both minor and major behaviours.

Minor and Major behaviours are outlined in Appendix B.

Corrective Strategies in place for responding to problem behaviours at our school are:

Minor Behaviour Response	Major Behaviour Response
Prompting/reminders of expected behaviour Time out Warnings Lunch time play exclusion	Parent meetings Classroom withdrawal Specifically related consequences Principal intervention

All minor and major behaviours to be recorded on Engage through incidents.

If there are three repeated recorded minor behaviours, within the school term, then the parent is contacted for a conversation about the behaviours.

For major behaviours the parents are contacted immediately for a conversation about the behaviours.

If unsure about the behaviour, discuss with the leadership team for guidance.

5. Disciplinary Consequences / Sanctions

Major behaviours or behaviours which have persisted despite intervention may result in a decision to implement more serious consequences or sanctions. Decisions to implement these additional sanctions will take into account the student's individual circumstances in alignment with relevant CEDC Policy and Procedure.

These additional sanctions comprise:

- Detention - community service
- Internal/External Suspensions
- Exclusion

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

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 the misuse of power by an individual or group towards one or more persons.

At St Anthony's School, we implement a range of programs that educate students around the topic of bullying and cyberbullying. These programs outline anti-bullying and cyberbullying proactive, and preventative strategies.

As part of our mission to encourage self-discipline and ethical decision-making, our students are taught to behave in an ethical manner when using digital devices, whether school owned or student provided, to access resources, communicate and interact with others. Online behaviour should always demonstrate a Christ-centred respect for the dignity of each person. Therefore, it is never acceptable to use digital devices to harass, bully or humiliate others.

The school will investigate and take action where any kind of bullying occurs in school and outside of school when it either causes significant harm to the relationships between students and teachers, is criminal in nature or has the capacity to impact on relationships across the wider school community.

7. Student Safety

The safety and wellbeing of all students is at the forefront of any decision making. Where necessary our school will implement strategies to ensure the school community's safety and wellbeing. Strategies include:

- Access to school counselling
- Pastoral support
- Risk assessment and safety planning

SECTION C: Our Student Behaviour Support Data

Data Informed Decision Making

The 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 and responses so that schools can make data informed decisions about student supports. It also has capacity for schools to record, store and analyse Tier 2 Targeted and Tier 3 Personalised supports, information, and data.

At St Anthony's School the leadership team along with the school's Leader of Diversity and School Counsellor, uses Engage to collect and analyse behaviour incident data in order to make informed decisions around interventions to support student behaviour. This occurs on a termly basis and if the need arises.



Relevant Cairns Catholic Education Policies

- CEDC 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 A - Behaviour Definitions

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 tuckshop 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 all technologies.	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 primary school 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.	Age-appropriate 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	<p>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.</p> <p>Bullying involves the misuse of power by an individual or group towards one or more persons.</p>	<p>Bullying may include:</p> <ul style="list-style-type: none"> • 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. <p>Cyber bullying may include a combination of behaviour 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.</p>
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 an interruption in a class or an activity.	Sustained loud talking, yelling or screaming; repetitive noise with materials; and/or sustained out-of-seat behaviour.

MAJOR BEHAVIOURS			
	Descriptor	Definition	Example
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.
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 all technologies.	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to social media (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.

MAJOR BEHAVIOURS			
	Descriptor	Definition	Example
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 and/or in public 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.