

St Joseph's Primary School

Behaviour Support Plan



Effective Date:	This plan is effective as from 7 August, 2017
Supersedes:	This plan supersedes any previous plan covering this matter.
Review Date:	This plan is to be reviewed in three years.

Introduction

At St Joseph's we acknowledge that a diverse range of personal, social, cultural, family, and religious influences can impact on the relational and behavioural responses of our students at any given point in time. In light of these influences, we seek to develop, throughout the school community, right behaviours and respectful relationships that are infused with gospel values. The following common features are integrated into existing curriculum programs and classroom practices with a proactive learning and teaching focus for all students:

We are committed to:

making a place of friendship, justice and unity where parents, staff and students listen to each other.

making our school community one which nurtures caring and self-esteem, recognising each person as a unique gift of great worth.

celebrating the kingdom present among us and endeavoring to further God's plan by living the gospel values.

academic achievement through a broad range of experiences: social, spiritual and liturgical.

periodically evaluating our structures, processes and programs in order to ensure that the Gospel values we espouse are actually practised.

We believe that:

The school is an integral part of the Corinda/Graceville Catholic Parish and shares in the mission of Jesus to bring love, forgiveness, dignity and salvation to all. We believe that leadership at all levels is demonstrated through loving service to the school community.

1. MISSION STATEMENT

St Joseph's School is a community called to provide a process of education for the holistic development of the human person towards the full realization of his/her potential, within a value system based on the Gospel of Jesus Christ... (Canon Law 795)

Our school community is an integral part of the Catholic Parish of Corinda Graceville and shares in the mission of Jesus to bring love, forgiveness, dignity and salvation to all.

To achieve this we try at all times...

"To act justly
To love tenderly
And to walk humbly
With our God..." (Micah 6:8)

As a school community we recognize the role of a parent in the educative process, and every effort is made to support the family, to foster communication and to encourage parental involvement.

2. Profile of the School

St Joseph's is a member of the Brisbane Catholic Education System in the Catholic Archdiocese of Brisbane. It is situated in the South-west Brisbane suburb of Corinda and caters for around 457 students from Prep to Year 6. Our dedicated staff comprise of: 29 teaching staff (includes specialist teachers, support teachers and membership of the leadership team), 11 non-teaching staff (School Officers, Ancillary staff) and a Guidance Counsellor.

It is a multicultural, coeducational school with a warm, welcoming community feel. We focus on building relationships and partnerships within the school, parish and wider community.

As a school community we recognise the role of the parent in the educative process and every effort is made to support the family, to foster communication and encourage parental involvement. We are committed to make St Joseph's a place of friendship, justice and unity where parents, staff and students respect and listen to each other.

3. Consultation & Data Review

At St Joseph's we believe the most effective way to support student behaviour is through a school-wide positive approach called *Positive Behaviour for Learning* (PB4L). PB4L is about people, practices and processes. It has a focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice. These are all integrated into the PB4L strategy.

Our program developed through surveying and consulting parent groups, staff and students. Consultation occurred through staff meetings, meetings with our school board, and distribution of the draft plan for comment and review. A review of school data relating to school disciplinary absences, behaviour incidents, and attendance also informed the plan. The Plan was endorsed by the Principal, the school board, and the Area Supervisor, and will be reviewed at least every 5 years.

From this, three expectations were established for our students to follow:

- Be safe
- Be respectful
- Be a learner

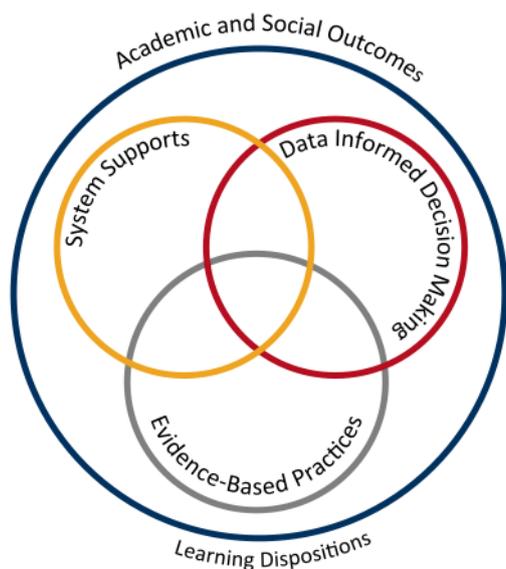
4. Beliefs about Learning and Behaviour

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.

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

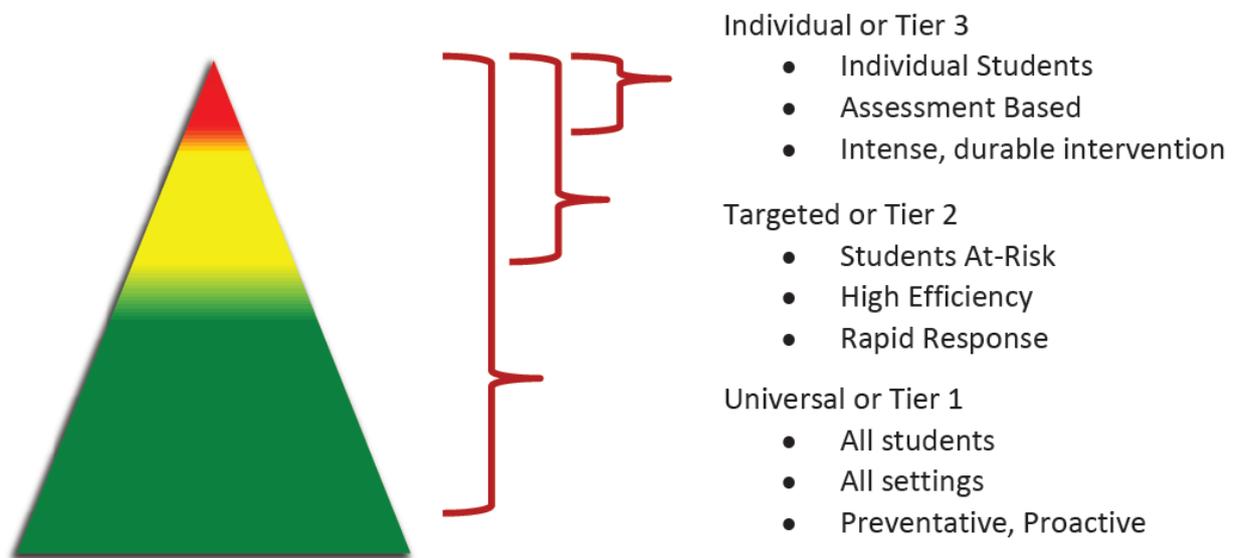
Continuum of support and key features

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.

The first level 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.

The second level 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)

Finally the tertiary level of support is intensive or 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 family and community services.



Establishing Behaviour Expectations

Clarity: Our Expectations

School-wide expectations encourage consistent communications and establish an effective verbal community for all staff and students and across all settings. Our expectations are aligned with the General Capabilities of the Australian Curriculum. These “encompass 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. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA) 2008 that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens” (ACARA - Australian Curriculum Assessment and Reporting Authority). The following link to the General Capabilities is provided if you would like more detail about this section:

http://www.acara.edu.au/curriculum/general_capabilities.html

Agreed upon student expectations promote consistency across the staff and school community and help develop similar tolerance levels.

At St Joseph’s School our school-wide expectations are:

- Be Respectful
- Be Safe
- 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.



St Joseph's Behaviour Matrix

	All Classrooms, Office and Learning Spaces	Eating Areas and Tuckshop	Playground	Church & Gatherings	Pick Up/Drop Off
BE SAFE Yourself and others <i>By acting responsibly</i>	Move safely in the office, classrooms and learning spaces Ask permission to leave or move about Be responsible for your words and actions Be Cyber Safe when online	Sit and eat in eating areas before you play Eat your own lunch Put your lunchbox in the right place when you have finished eating All food spills reported to teacher on duty Put your rubbish in the bin No ball games in the tuckshop undercroft on tuckshop days	Wear your hat to play Walk on concrete and pathways Let a teacher know if you or others are hurt Play in the right area	Welcome others Participate in rituals Body and mind stillness	Move promptly to pick up area and sit down Keep all toys and balls inside your schoolbag Sit still on the seat Sit quietly in the undercover area in the morning until allowed to play
BE A LEARNER Yourself and others <i>Learning to love learning</i>	Be an active learner and participate Be on task independently and together Be organised and ready to learn Challenge yourself to reach your personal best	Eat healthy food Drink water throughout the day	Be friendly and kind to others Be organised and bring all equipment / lunch with you Follow teacher instructions Respond promptly to the bell	Sit quietly and listen attentively Follow teacher instructions Celebrate together	Follow all teacher instructions and safety rules Be ready to move when your parents arrive Put your belongings in the right place
BE RESPECTFUL Yourself and others <i>Through actions and words</i>	Look after classroom and personal property Speak positively and listen to others Raise your hand and wait to speak Adults are first in the office Use manners – "please" and "thank you"	Clean up eating area All rubbish in the bin Put your hand up and wait for teacher instructions before going to play Speak positively and wait your turn patiently at the tuckshop	Speak positively and listen to others Make everyone part of your fun Take turns and share	Participate by singing and responding Listen to speakers Join in prayer	Go to the office for a late pass if you arrive late The footpath is used not just by students. Move and let others past you

Focus: 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 older students, we have found strong, positive results when staff:

Remind = Regularly remind students of behaviours, procedures and routines

Supervise = Monitor student performance or compliance in all settings

Feedback = Provide feedback, non-contingent and contingent

In addition direct teaching may be done using some or a combination of the following:

- Beginning of school year orientation day
- Pastoral care period, weekly throughout the year
- Time built into the first weeks of schools and boosters later in the year
- Assemblies followed by group practice
- New student orientation when needed

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas.

Feedback: Encouraging Expected Behaviour

At St Joseph's, there are several ways in which staff establish the behaviour expectations of our students, including the following:

- Explicit teaching and consistent follow-up of school rules
- Modelling and role play methods used to teach and learn behaviours
- Reinforcing positive behaviours through the Jumping Joey Awards
- Displaying photos of positive behaviours
- Students actively being involved in demonstrating our positive behaviours e.g. presenting one aspect of a rule at Assembly.
- Displaying the school and classroom rules clearly
- Using explanations of the school and classroom rules (i.e. what they look like, sound like, and feel like)
- Explaining why a behaviour is expected
- Empowering students to take responsibility for their actions
- Being flexible to allow for unforeseen circumstances or children with needs
- Maintaining effective communication and sharing a common language about behaviour in our school community

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.

Data Collection

The Student Behaviour Support System (SBSS) enables schools to monitor student behavioural patterns and trends, and use data-based decision-making to proactively and positively support student behaviour. SBSS was rolled out to the whole of Brisbane Catholic Education in Term 4 2016.

Behaviour incidences are entered into the SBSS by Teachers and Administration staff where necessary in a data collection capacity. This data is reviewed regularly by the Behaviour Support Team to inform decision making processes, so that students who need Targeted Supports are identified and the appropriate supports are implemented.

Targeted Supports

Targeted supports 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 supports at St Joseph's School include:

➤ Homework Club

The target group is students whose level of engagement is being adversely impacted because they are experiencing difficulties in completing homework tasks. Students learn organisation skills, how to break a task down into its composition and how to manage their time so that homework tasks can be completed independently at home. This is also offered to those in need of Pastoral Care assistance.

- Once a week, in the morning. e.g. 8.00am – 8.30am
- Invitation only to cap numbers – 20-25
- Rostered Staff supervision
- Students who never do their homework tend to disengage in class because they have not consolidated their learning.
- Pastoral reasons

➤ Social Skills Club

This type of intervention involves explicitly teaching social skills to enhance a student's ability to interact with peers and adults. Whilst social skill instruction may be part of the work done in universal supports, this type of targeted support occurs in smaller groups with students who require additional practice and feedback on their behaviour. Key features include (a) targeting specific social skill deficits (b) providing modelling and feedback and (c) providing additional opportunities to practise the newly learned skills (Gresham, Sugai & Horner, 2001).

Students at St Joseph's in the Social Skills program meet once a week for 20 minutes at lunchtime.

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 Task Analysis is one method used to collect information to identify a student's barrier to learning. 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.

Responding to inappropriate Behaviours

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.

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.

Crisis prevention strategies may include giving a student time away from their regular program in a separate area in the classroom, in another supervised classroom or in the Office. The intent of the "time away" is for a student to regain control of their own behaviour.

The Positive Thinking Room is a dedicated quiet room designed to provide students with the opportunity to reassess their choices and to focus on thinking how to become a safe and respectful learner at St Joseph's. This room is used as an intervention to de-escalate behaviours that are repeated or of a more serious nature. It provides a 'teachable moment' where students reflect and talk through their actions and behaviour choices with a Staff member. It also provides an opportunity for students to discuss what they might do differently if the situation arose again (Refer Appendix C).

For "Office managed" behaviours: the behaviour is a more serious or chronic disruption; there are concerns for safety of the student or others; or the behaviour is potentially illegal. 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 that 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

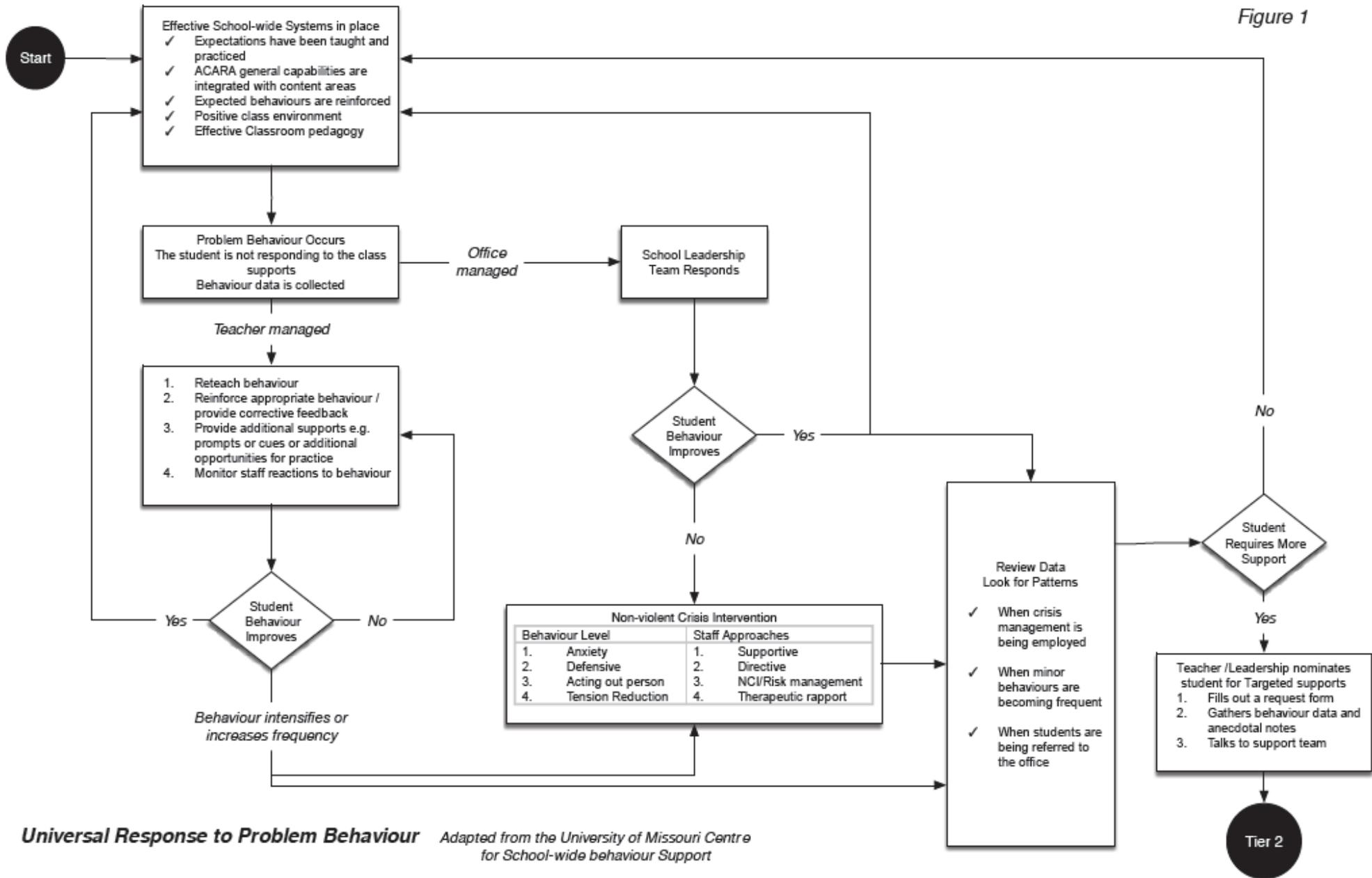
Our evidence-based practices for targeted and individualised support have been described in the previous text. Throughout the decision making process, data is used to guide us to ask the “right” questions. The right question, asked at the appropriate time can deepen the dialog from the concerns about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

Figure 2 describes are Targeted and Individualised response and decision-making processes.

Suspensions and Exclusions

Suspensions and exclusions are imposed as disciplinary measures, and in some cases are implemented to ensure the safety of other students and staff. Refer to BCE guidelines: <https://kweb.bne.catholic.edu.au/policiesandforms/ResourceStore/Learning%20and%20Teaching/Student%20Behaviour%20Support%20Regulations%20and%20Procedures.pdf>

Figure 1



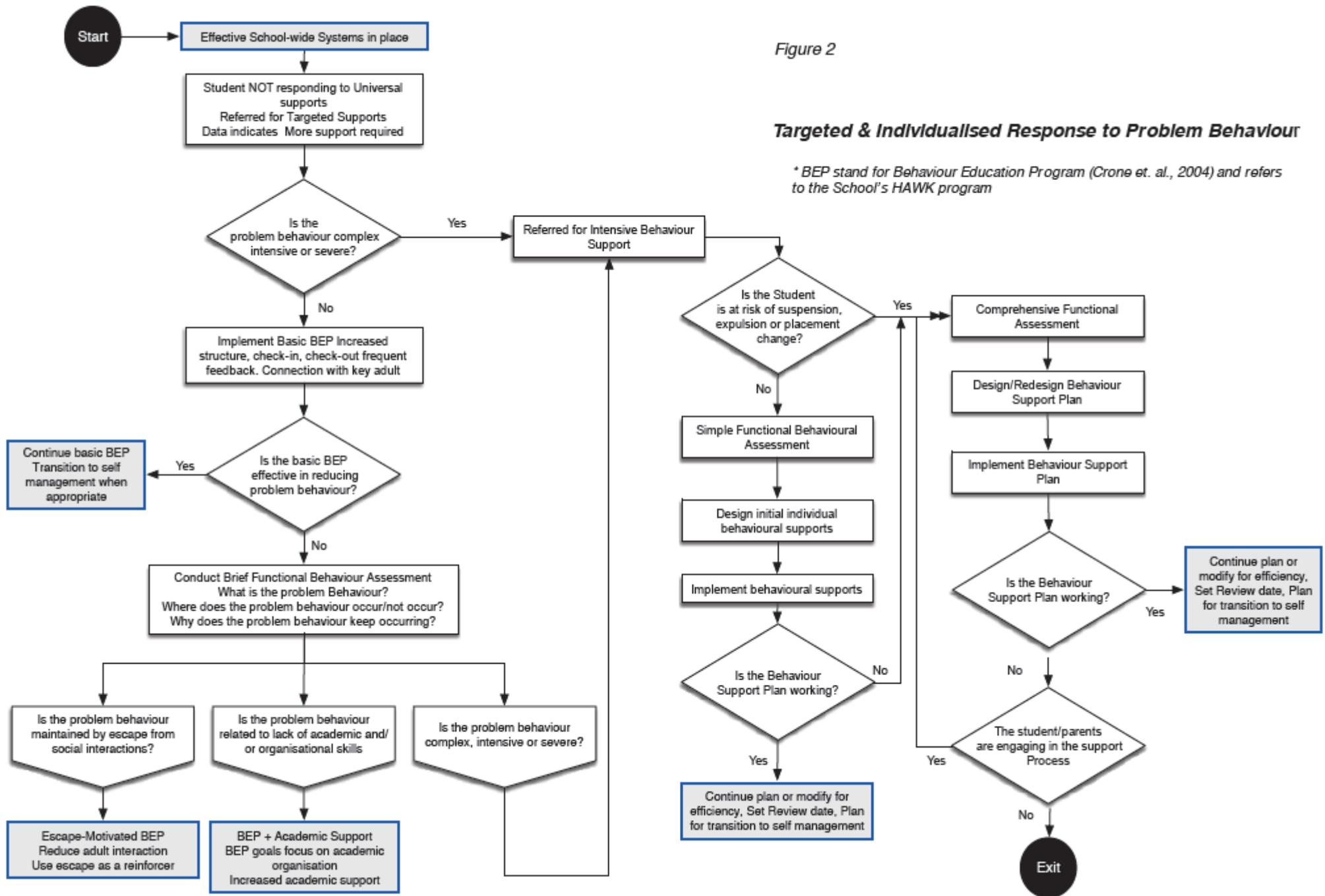


Figure 2

Targeted & Individualised Response to Problem Behaviour

* BEP stand for Behaviour Education Program (Crone et. al., 2004) and refers to the School's HAWK program

Appendix A

Behaviour Definitions

Minor Behaviours

	Descriptor	Definition	Example/Non-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
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	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	
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 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"	
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	

Major Behaviours

	Descriptor	Definition	Example/Non-Example
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	Major Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	“Gang” undershirts, offensive T-shirts etc.
7	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
8	Skip Class/Truancy	Students leaves class/school without permission or stays out of class/school without permission	
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else’s property	

Major Behaviours (cont'd)

	Descriptor	Definition	Example/Non-Example
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.	
11	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)
12	Use/possession of Alcohol	Student is in possession or is using alcohol	
13	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	
14	Misuse of Legal Drugs	Inappropriate use or distribution of legal drugs/medications	Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz"
15	Use/possession of Tobacco	Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform	
16	Use/possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	
17	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)	
18	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

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.
Provide Choice	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.
Student Conference	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.

Appendix C



Name: _____

Date: ___/___/___

+

MY ACTIONS	What have I done that was wrong?	Why was it wrong?
MY CHOICES	Who has been hurt or is sad because of what I have done?	
	How could I have handled things differently?	What do I need to do now to make things right?
NEXT TIME	What will I do differently next time to make sure I am a Safe and Respectful Learner at St Josephs?	
Teacher Signature:		Student Signature:

□

Relevant Brisbane Catholic Education Policies

Brisbane Catholic Education (2012) *Student behaviour support policy*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (1997) *Administration of medication to students*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Justice education policy*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Learning and teaching framework*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2008) *Code of conduct*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Family school partnership policy*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2005) *Living life to the full: promoting personal and social development in the school context. A discussion paper for the Archdiocese of Brisbane*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Student protection policy*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Strategic renewal framework for Catholic Schools Archdiocese of Brisbane 2012-2016*. Brisbane: Brisbane Catholic Education.

Brisbane Catholic Education (2012) *Weapons in schools policy*. Brisbane: Brisbane Catholic Education.