

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Rationale



Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.



Gladstone West State School is committed to providing a supportive school environment where all members feel safe and are valued and where social and academic learning outcomes are maximised for all through quality curriculum, interpersonal relationships and school organisation.



The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on a consistent approach to acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.



Values and Beliefs



We worked collaboratively with our school community to incorporate the nine shared values for Australian Schools into our school's core values and beliefs, focusing in particular on the values of *respect, responsibility, integrity, and doing your best.*

The Code of
**School
Behaviour**

Better Behaviour
Better Learning

The values and beliefs are embedded in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our values and beliefs in all actions. These values and beliefs are the foundation of our Responsible Behaviour Plan for Students.

By the time they leave us, we want our learners to be:

- Happy confident self-managed individuals; and
- Socially responsible citizens.

School beliefs about behaviour and learning

Our Philosophy

Staff and students at Gladstone West State School have the right to work to their potential, free from disruption, abuse or threat in a safe and supportive environment. To enable this productive learning to occur, we believe different learning styles and abilities must be catered for and appropriate behaviours need to be taught, modelled, encouraged and developed. The school policy reflects both proactive steps to encourage self worth and self discipline and reactive procedures to deal with various situations that may arise. The plan needs to cater for the vast majority of students, but must be sufficiently flexible to cater for individuals.

Standards

We at *Gladstone West State School* operate by the following beliefs about behaviour and learning:

STUDENTS :

- take responsibility for their own learning and behaviour
- are participating in a manner that allows them to achieve their maximum potential - “doing their best”
- respect and value self and others
- behave in a manner that respects the rights of others, including the right to learn

STAFF :

- consider students as individuals
- plan, implement and assess quality learning experiences
- provide appropriate role models as effective communicators and motivators
- continue to develop their own professionalism
- are “warm demanders”

PARENTS/CARERS

- are partners in their children’s learning
- provide appropriate role models
- cooperate with the school to achieve the best outcomes for their child

SCHOOL :

- is a safe, warm, caring and supportive environment
- promotes education as a life-long process
- has motivational teaching spaces and physical surroundings
- is open to the community
- has clearly defined values

COMMUNITY :

- is actively and positively involved in the school
- has access to resources
- respect the traditions and values of the school
- adhere to routines essential to the good management of the school

Our school community, inclusive of staff, students and parents/carers are expected to uphold a consistent standard of behaviour, as outlined in **The Code of School Behaviour**.

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

Whole School Behaviour Support

At the whole school level we expect and promote the following behaviours in our community:

SAFETY	<ul style="list-style-type: none"> Safe use of equipment Acknowledgment and respect of the personal space of self and others Following of school rules and routines Moving safely through the school environment Resolution of conflict without violence
EFFORT – Doing your best	<ul style="list-style-type: none"> Attempting set work to best of ability Effective management of time Contribution to life and activities of the school Demonstrating an interest in subjects and learning Completing set homework
RESPECT	<ul style="list-style-type: none"> Respecting self Accepting and respecting each other Respecting belongings of self and others Demonstrating an awareness of the rights and feelings of others Listening attentively Communicating appropriately Following of class and school expectations Maintaining manners towards both peers and adults Seeking solutions to problems in an acceptable manner
RESPONSIBILITY	<ul style="list-style-type: none"> Listening to and following instructions and directions Making appropriate choices without supervision Accepting responsibility for own behaviour Having appropriate equipment for tasks
INTEGRITY	<ul style="list-style-type: none"> Being honest and sincere Ensuring consistency between words and actions Using good manners and considering the needs of self and others Feeling valued and valuing others

Through the following whole school strategies:

School

- Relationships actively built and maintained – quality relationships underpin all operations
- Consistency of approach and alignment to our beliefs and values
- Provision of a curriculum that is
 - relevant to individual student needs and development
 - is purposeful, functional and promotes life-long learning
 - is rewarding and challenging
- On-going learning and development for staff to inform practice
- Anti-bullying programs implemented

Class

- Quality, inclusive curriculum provided to address individual needs
- Negotiated class procedures/rules generated through class discussions to reinforce / reward positive behaviours in class
- Supportive and challenging class environment
- Self reflection encouraged continuously
- Effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up.
- Use of fair and consistent strategies that are in line with the school's beliefs and values.

Students

- Individual student's self-management needs identified and addressed
- Accept responsibility for their own behaviour and learning
- Participate in a manner that allows them to achieve their maximum potential
- Counselling and support available to every child by trained staff (as need is identified)
- Life skills and social skills support available for those students identified to be in need
- The "You Can Do It" program focusing on Resilience, Responsibility, Confidence, Perseverance and Organisation as a whole school process

Staff

- Support available to staff from our administration team and peers
- Use of a 'warm demanding' approach with students is encouraged throughout our school.

Parents

- A three-way partnership between learner, parents and the school staff is encouraged.
- Positive parent involvement in the classroom is encouraged.
- Parent education courses available – e.g. 'Positive Parenting Program'

Anti-Bullying Program

Gladstone West State School also targets anti-bullying to support students at a whole of school community level. 'Bullying – No Way!' is a Departmental resource supporting staff with this area (www.bullyingnoway.com.au). Program Achieve's "You Can Do It" program will be implemented throughout the school from 2007. This program assists with individual and whole school strategies in dealing with bullying, self-esteem and self confidence.

Targeted behaviour support

1. Teacher Support

Teachers implement planned and incidental strategies in the classroom/playground to:

- teach effective work habits,
- develop social skills and
- build a good rapport with students

Minor breaches of behaviour are dealt with by the teacher as needed. Targeted behaviour support occurs where students consistently breach the school's Responsible Behaviour Plan for Students and the classroom rules.

This includes but is not limited to:

- Inappropriate verbal language
- Inappropriate use of resources/equipment
- Physical contact (bumping, pushing, hitting)
- Disruption
- Littering
- Lateness
- Uniform transgressions

Teachers support students through the following targeted interventions:

- Relationship building with student through one on one support with curriculum work, proximity in the classroom
- A whole school approach to positive behaviour support
- Contact with parents when problems persist, using a polite and positive approach with the aim of building a productive partnership.
- Use of awards targeting and encouraging on-task and appropriate behaviour.

Teachers keep a record of both the student's behaviour and the targeted support in order to gauge when more intensive support is warranted. Playground behaviour incidents are recorded in a Playground Folder and this is monitored by staff and Administration to identify any students displaying frequent, ongoing patterns of inappropriate behaviour.

2. Extended Support

When a student's minor infringements continue to disrupt the class, or when minor infringements move to more serious breaches of the school's plan, more extensive targeted support is put into place.

More serious breaches include:

- Constant inappropriate language
- Vandalism
- Physical aggression
- Continued defiance
- Theft

Teachers use the 'Yellow Slip' process when it is determined that a student needs more extensive support. If more extensive support is warranted, the teacher refers the student, with the supporting documentation, to Administration.

Administration, along with the teacher and the parents, may develop and implement an Individual Behaviour Support Plan/Contract. Students on an Individual Support Plan/Contract have negotiated goals for class lessons and/or playground times. A record of each session is made, and Administration, in consultation with the student, identifies goals that have been achieved in that session.

Support through this plan could also include:

- Referral to Guidance Officer for assessment and preliminary counselling and behavioural support
- Use of a buddy teacher or mentor to encourage positive behaviours or use as a 'time out' area from the classroom
- Structured break time play through organised activities
- Modification of timetable

Parent involvement is recommended through all management stages. Parent meetings with the class teacher, student and Administration are focussed on a coordinated approach to setting a more positive pattern of behaviour.

Intensive Behaviour Support

Students identified as needing intensive behaviour support are those who have had targeted support through the above strategies and are still at risk of significant educational underachievement due to their inappropriate behaviours. The student's Individual Behaviour Support Plan/Contract has been reviewed regularly and further support is now deemed appropriate.

A collaborative consultation process is facilitated by Administration, involving the appropriate teachers, the student, the parents/caregivers, and relevant school support personnel such as the Guidance Officer or Behaviour Management Team.

A Functional Behavioural Assessment is now integrated, as appropriate, throughout the process of developing, reviewing and revising the student's Individual Behaviour Plan/Contract. The Functional Behavioural Assessment is focused on identifying significant, student-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviours.

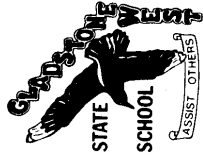
Interagency groups are used to coordinate services to meet the needs of students identified with persistent or extreme problem behaviours. Agencies contributing may include: Disability Services Qld, Child & Youth Mental Health, Qld Health, Department of Child Safety, Police (Juvenile Aid Bureau) and EQ District Office.

From the Functional Behavioural Assessment and Interagency input, the following supports may be put in place in the Individual Behaviour Plan:

- Work with the Behaviour Management Team
- Counselling with the school Guidance Officer
- Modified timetable or attendance
- Teacher Aide support through school or District behaviour funding
- Invitation to parents/caregivers to attend Triple P program
- Recommendation to parents to access outside agencies such as Child Youth Mental Health Service or their General Practitioner

Interventions are selected that will directly address the problem behaviour. Strategies and processes are incorporated into the Individual Behaviour Support Plan/Contract, which is to be implemented by a network of support staff. The Individual Behaviour Support Plan/Contract continues to be reviewed and adjusted if necessary.

When on a 6-20 day suspension, or suspension with recommendation to exclude, the student is supported by the Behaviour Management Team who works with the student and the family targeting social and positive behaviour skilling.



BEHAVIOUR SUPPORT BENCHMARKS

BEHAVIOUR CODE	EXCELLENT - A <i>Always (and encourages others)</i>	VERY GOOD - B <i>Consistently</i>	SATISFACTORY - C <i>Usually</i>	NEEDS ATTENTION - D <i>Sometimes</i>	UNACCEPTABLE - E <i>Rarely</i>
SAFETY	<ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Demonstrates awareness and respect of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without violence. 	<ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Demonstrates awareness and respect of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without violence. 	<ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Demonstrates awareness and respect of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without violence. 	<ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Demonstrates awareness and respect of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without violence. 	<ul style="list-style-type: none"> • Uses playground/classroom equipment safely; • Demonstrates awareness and respect of personal space of self and others; • Follows school rules and routines; • Moves safely through school environment; • Resolves conflict without violence.
EFFORT <i>- Doing your Best</i>	<ul style="list-style-type: none"> • Attempts set tasks to best of ability • Manages time effectively • Contributes to class and school activities. • Demonstrates interest in subjects and learning. • Completes set homework. 	<ul style="list-style-type: none"> • Attempts set tasks to best of ability • Manages time effectively • Contributes to class and school activities. • Demonstrates interest in subjects and learning. • Completes set homework. 	<ul style="list-style-type: none"> • Attempts set tasks to best of ability • Manages time effectively • Contributes to class and school activities. • Demonstrates interest in subjects and learning. • Completes set homework. 	<ul style="list-style-type: none"> • Attempts set tasks to best of ability • Manages time effectively • Contributes to class and school activities. • Demonstrates interest in subjects and learning. • Completes set homework. 	<ul style="list-style-type: none"> • Attempts set tasks to best of ability • Manages time effectively • Contributes to class and school activities. • Demonstrates interest in subjects and learning. • Completes set homework.
RESPECT	<ul style="list-style-type: none"> • Shows respect for self/others • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; • Listens attentively; • Communicates appropriately; • Follows class and school expectations • Maintains manners towards both peers and adults • Seeks solutions to problems in an acceptable manner 	<ul style="list-style-type: none"> • Shows respect for self/others • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; • Listens attentively; • Communicates appropriately; • Follows class and school expectations • Maintains manners towards both peers and adults • Seeks solutions to problems in an acceptable manner 	<ul style="list-style-type: none"> • Shows respect for self/others • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; • Listens attentively; • Communicates appropriately; • Follows class and school expectations • Maintains manners towards both peers and adults • Seeks solutions to problems in an acceptable manner 	<ul style="list-style-type: none"> • Shows respect for self/others • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; • Listens attentively; • Communicates appropriately; • Follows class and school expectations • Maintains manners towards both peers and adults • Seeks solutions to problems in an acceptable manner 	<ul style="list-style-type: none"> • Shows respect for self/others • Respects belongings of self and others; • Demonstrates awareness of rights and feelings of others; • Listens attentively; • Communicates appropriately; • Follows class and school expectations • Maintains manners towards both peers and adults • Seeks solutions to problems in an acceptable manner

BEHAVIOUR CODE	EXCELLENT - A Always (and encourages others)	VERY GOOD - B Consistently	SATISFACTORY - C Usually	NEEDS ATTENTION - D Sometimes	UNACCEPTABLE - E Rarely
RESPONSIBILITY	<ul style="list-style-type: none"> Listens to and follows instructions and directions Makes appropriate choices without supervision. Accepts responsibility for own behaviour. Has appropriate equipment for tasks 	<ul style="list-style-type: none"> Listens to and follows instructions and directions Makes appropriate choices without supervision. Accepts responsibility for own behaviour. Has appropriate equipment for tasks 	<ul style="list-style-type: none"> Listens to and follows instructions and directions Makes appropriate choices without supervision. Accepts responsibility for own behaviour. Has appropriate equipment for tasks 	<ul style="list-style-type: none"> Listens to and follows instructions and directions Makes appropriate choices without supervision. Accepts responsibility for own behaviour. Has appropriate equipment for tasks 	<ul style="list-style-type: none"> Listens to and follows instructions and directions Makes appropriate choices without supervision. Accepts responsibility for own behaviour. Has appropriate equipment for tasks
INTEGRITY	<ul style="list-style-type: none"> Displays honesty and sincerity Words and actions are consistent Uses good manners Considers the needs of self and others Feels valued and values others 	<ul style="list-style-type: none"> Displays honesty and sincerity Words and actions are consistent Uses good manners Considers the needs of self and others Feels valued and values others 	<ul style="list-style-type: none"> Displays honesty and sincerity Words and actions are consistent Uses good manners Considers the needs of self and others Feels valued and values others 	<ul style="list-style-type: none"> Displays honesty and sincerity Words and actions are consistent Uses good manners Considers the needs of self and others Feels valued and values others 	<ul style="list-style-type: none"> Displays honesty and sincerity Words and actions are consistent Uses good manners Considers the needs of self and others Feels valued and values others

Students will accept responsibility for their current behaviour and, if necessary, undertake (via collaborative goal setting and review) to bring about positive behaviour change.

Consequences for unacceptable behaviour

Individual class teachers will be primarily responsible for dealing with minor behaviours. Generally, school Administration Team members will be responsible for responding to students who exhibit persistent unacceptable behaviour or extreme unacceptable behaviour.

Across the school, logical and consistent consequences, for both positive and negative behaviours, will be applied calmly, firmly and without prejudice towards individual students.

In alignment with The Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Level	Behaviour	Possible Consequences
Level 1 (Class Teachers)	At this level, all students are on task and no disciplinary action is required.	Positive reinforcement of appropriate behaviours and positive achievements include: <ul style="list-style-type: none"> ▪ Verbal reinforcement ▪ Record of achievements for formal acknowledgement eg. Commendation Awards – (Blue cards); Student of the Week Awards; Aussie of the Month Awards ▪ Phone calls/letters/emails to parents for good behaviours/achievements
Level 2 (Class Teachers)	Inappropriate student behaviours to be dealt with at this level include: <ul style="list-style-type: none"> ▪ Minor incidents ▪ Ignoring instruction ▪ Persistent lateness to class ▪ Littering ▪ Verbal abuse ▪ Inappropriate use of equipment / resources / phones ▪ Uniform/hair/makeup/jewellery transgressions ▪ Eating/drinking in classrooms 	<i>Teacher initiated actions could include:</i> <ul style="list-style-type: none"> ▪ Reinforcement of positive behaviours ▪ Non-verbal messages to cue the student ▪ Verbal negotiation giving clear directions ▪ Reminder of classroom expectations – rule reminder <i>Time Out:</i> <ul style="list-style-type: none"> ▪ In-class separation – move to a different area ▪ Removal from classroom for one-on-one resolution ▪ Send student to buddy class until student is willing to comply (The student's re-entry will be supportive and solution-focussed) <i>Detention:</i> <ul style="list-style-type: none"> ▪ Assign student to accompany you on playground duty ▪ Assign student a lunchtime detention <i>Communication:</i> <ul style="list-style-type: none"> ▪ Contact with parents If repeated applications of the above actions produce no improvement in the student's behaviour, then the student should be referred by 'yellow slip' to the Administration Team members for action at Level 3.

Level	Behaviour	Possible Consequences
<p>Level 3 (Classroom Teachers with Administration Team support)</p>	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> ▪ Continued Level Two behaviours ▪ Referrals from class ▪ Repeated defiance ▪ All forms of bullying 	<p>School Administration, in consultation with the class teacher, will initiate actions which could include:</p> <ul style="list-style-type: none"> ▪ Monitoring program ▪ Resolution meeting as required between teacher, administration and student ▪ Referral for assessment and specialist support – Support Teacher - Learning Difficulties, Advisory Visiting Teacher, Guidance Officer, ▪ Individual Behaviour Support Plan / Contract ▪ Recess detention at office ▪ Restitution ▪ Parent contact by administration ▪ Interagency referral ▪ <p>NB: Incidents of inappropriate behaviour detailed on yellow slips are recorded in the school's Student Management System.</p>
<p>Level 4 Administration Team Members</p>	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> ▪ Continued Level Three behaviours ▪ Stealing ▪ Truancy ▪ Unexplained absence ▪ Physical aggression ▪ Smoking ▪ Pornography ▪ Intimidation of staff ▪ Vandalism ▪ Sexual harassment/misconduct. 	<p>Administration initiated actions in response to inappropriate student behaviour include:</p> <ul style="list-style-type: none"> ▪ Referral back to review Individual Behaviour Support Plan / Contract ▪ Parent/carer interview ▪ Detention over a period of time ▪ Referral to Behaviour Management Team ▪ Referral to outside agency ▪ Referral to/consultation with the principal ▪ Recommend suspension to principal ▪ Restorative conference on return from suspension ▪ Police notification
<p>Level 5 (Principal)</p>	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <ul style="list-style-type: none"> ▪ Extreme or repeated incidence of Level Four behaviour ▪ Possession of drugs ▪ Possession of a weapon ▪ Supply of drugs ▪ Use of a weapon ▪ Violent assault 	<p>Principal, in consultation with Administration Team members, determines the most appropriate course of action which may include any of the following:</p> <ul style="list-style-type: none"> ▪ Individual Behaviour Agreement ▪ Parent/carer interview ▪ Police notification (if illegal behaviour)(ref: http://education.qld.gov.au/health-safety/promotion/drug-education/) ▪ Suspension in line with Education Queensland Policy for Student Disciplinary Absences ▪ Behaviour Improvement Condition in line with Education Queensland Policy for Student Disciplinary Absences ▪ Recommendation for Exclusion in line with Education Queensland Policy for Student Disciplinary Absences

NB: Serious misbehaviour such as supplying drugs, use of a weapon and violent assault always progress straight to Level 5 and will likely result in the most serious of consequences.

The network of student support

The network for support at Gladstone West State School includes the involvement of a team of personnel and agencies. This network includes, but is not limited to:

SCHOOL BASED SERVICES	DISTRICT & OTHER E.Q. SERVICES	COMMUNITY SERVICES
<ul style="list-style-type: none"> ▪ School teaching and support staff ▪ School administration ▪ Parents ▪ School Guidance Officer ▪ Support Teacher – Learning Difficulties ▪ Special Education Teachers ▪ Buddy Classes ▪ Lunchtime Activity Supervision – Yr 7 student volunteers 	<ul style="list-style-type: none"> ▪ Behaviour Management Team ▪ Senior Guidance Officers ▪ District Advisory Visiting Teachers - Low Incidence Disabilities ▪ Transition Links – high schools 	<ul style="list-style-type: none"> ▪ Department of Child Safety ▪ Juvenile Aid Bureau ▪ Adopt-A-Cop ▪ Police Liaison Officer ▪ Qld Health Services (Nurse) ▪ Child and Youth Mental Health ▪ Disability Services Qld ▪ PASS – Primary After School Sport program ▪ Indigenous Support – liaison with CAR (Comalco Alumina Refinery)

Consideration of individual circumstances

Gladstone West State School considers the individual circumstances of students when applying support and consequences by:

- Promoting a teaching/learning environment which is responsive to the diverse life experiences, abilities, skills and needs of the students.
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code - ranging from the least intrusive sanctions to the most stringent.
- Recognising and taking into account the context, emotional well-being, age, impairment (if applicable), gender and cultural background of the student - all of which can influence the way in which they act and react.
- Recognising the rights of all students to:
 - Express their opinions in an appropriate manner and at the appropriate time.
 - Work and learn in a safe environment.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

Related legislation

- *Education (General Provisions) Act 2006*
- Education (General Provisions) Regulation 2006
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Workplace Health and Safety Act 1995*
- Workplace Health and Safety Regulation 1997
- *Freedom of Information Act 1992*

Related policies

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SMS-PR-018: Information Sharing under Child Protection Act 1999](#)
- [SMS-PR-008: Family Law Matters Affecting State Educational Institutions](#)
- [SMS-PR-019: Mature Age Students](#)
- [SMS-PR-017: Enforcement of Compulsory Education Provisions](#)
- [SMS-PR-031: Flexible Arrangements](#)
- [SCM-PR-005: School Security](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [HLS-PR-012: Curriculum Activity Risk Management](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [CRP-PR-005: Drug Education and Intervention in Schools](#)
- [HLS-PR-009: Administration of Routine and Emergency Medication and Management of Health Conditions](#)
- [CMR-PR-001: Complaints Management](#)
- [LGS-PR-002: Freedom of Information](#)
- [SMS-PR-001: Publishing Student and Staff Information on School Web Sites](#)
- [IFM-PR-004: Managing Electronic Identities](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [SMS-PR-024: Internet - Student Usage](#)
- [WFR-PR-005: Code of Conduct](#)
- [SDV-PR-001: Employee Professional Development](#)



The Code of School Behaviour

Better Behaviour
Better Learning

Some related resources

- National Safe Schools Framework (ncab.nssfbestpractice.org.au/resources/resources.shtml)
- National Framework for Values Education in Australian Schools (www.valueseducation.edu.au)
- National Framework for Values Education in Australian Schools – Queensland (www.education.qld.gov.au/curriculum/values/)
- National Safe Schools Week www.safeschoolsweek.dest.gov.au
- Bullying. No Way! (www.bullyingnoway.com.au)
- MindMatters (www.curriculum.edu.au/mindmatters)
- School Wide Positive Behaviour Support (www.learningplace.com.au/deliver/content.asp?pid=24668)

Code of Conduct for School Students Travelling on Buses

<http://www.transport.qld.gov.au/qt/PubTrans.nsf/index/cochome>