

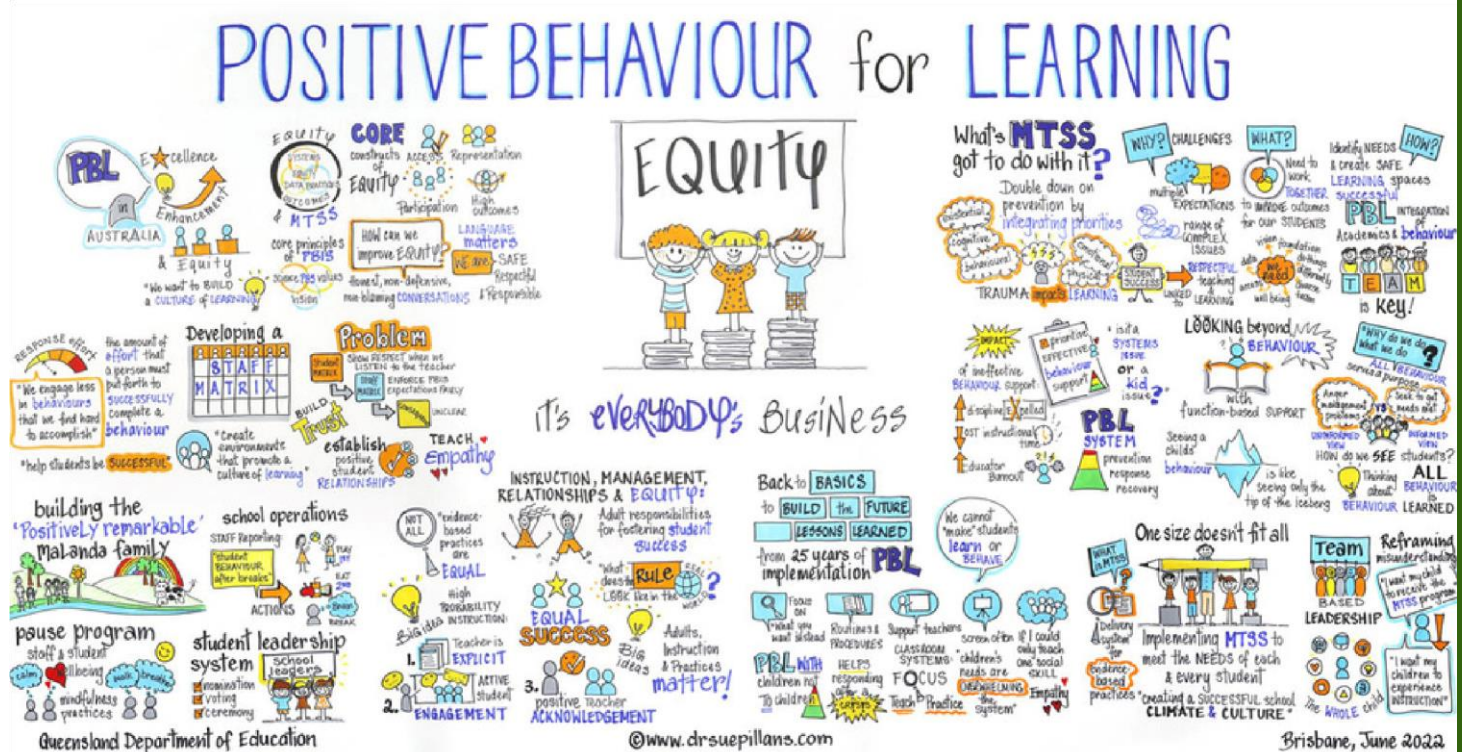


POSITIVE BEHAVIOUR FOR LEARNING



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1. Mission Statement

At Innisfail State College we proudly foster an inclusive, respectful, and safe educational environment grounded in our core pillars—**Safety, Responsibility, Learning, and Respect**. Our diverse student body, representing a rich array of cultures, backgrounds, and traditions, is celebrated and supported within our school community. Our mission is to empower students to become lifelong learners who actively engage with and positively contribute to their communities. By nurturing students' confidence, knowledge, and skills, we prepare them to successfully navigate future challenges and opportunities.

Positive Behaviour for Learning (PBL) is a proactive framework designed to support positive student behaviour, improve educational outcomes, and foster a positive school environment. At Innisfail State College, PBL looks like:

- Clearly defined student, staff and community expectations.
- Explicit teaching and modelling of expected behaviours.
- Consistent reinforcement of positive behaviours and interventions for negative behaviours.
- Data-informed behavioural interventions with a clear process for teachers to request assistance.

We believe academic success is closely connected to social and emotional wellbeing. Through these integrated strategies, Innisfail State College ensures students excel academically while becoming responsible, compassionate citizens who lead meaningful and fulfilling lives.

2. Students, Staff and Community Expectations

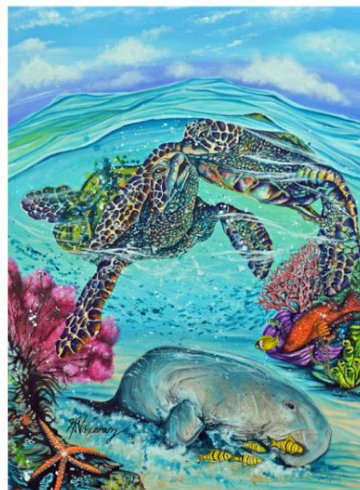
The college views behaviour as a skill that can be taught, practised, promoted and reinforced. Our college community has identified *we are learners, we are safe, we are respectful* and *we are responsible* as our pillars to teach and promote our high standards. These four pillars give our college community a common positive language to teach and learn behaviour. Each of the four college pillars is broken down further in our behaviour matrix, to identify the specific behaviours we expect to see in different environments both inside and outside the college. Targeted behaviours are additionally detailed in our six [ISC Universals](#) – Classroom Entry & Exit, Phone – Away for the Day, Instructional Learning Position, Respect our School, Respect our Staff, Respect our Peers.



Respect



Safety



Responsibility



Learning

	AT ALL TIMES	IN THE LEARNING ENVIRONMENT	IN THE SCHOOL GROUNDS AND WIDER COMMUNITY
We show Respect	We: <ul style="list-style-type: none"> Show courtesy Use respectful and inclusive language Follow directions from all staff promptly 	We: <ul style="list-style-type: none"> Adhere to class seating plan Actively listen and contribute positively to the learning environment including school parades and ceremonies Allow teachers to teach and students to learn 	We: <ul style="list-style-type: none"> Treat the school environment and facilities with respect Conduct ourselves in a way that upholds our college values
We are Learners	We: <ul style="list-style-type: none"> Model positive behaviour for others to learn from Model and encourage individual and cohort improvement We adhere to deadlines in the appropriate time frames - on or before the due date 	We: <ul style="list-style-type: none"> Attend all classes Follow entry and exit procedures Adhere to the Instructional Learning Position Use break time effectively, this includes bathroom, drink breaks and eating 	We: <ul style="list-style-type: none"> We use the school bell to ensure we are attending class on time Are an active member of the school community
We show Responsibility	We: <ul style="list-style-type: none"> Are honest and take ownership of our words and actions Are on time at all times Use integrity We take pride in wearing full uniform 	We: <ul style="list-style-type: none"> Take initiative for learning Ensure all equipment is ready for learning Phones away for the day 	We: <ul style="list-style-type: none"> Positively support the school's image We adhere to deadlines in the appropriate time frames – including extra curricula activities consent Phones away for the day
We are Safe	We: <ul style="list-style-type: none"> Model behaviour that promotes a safe and caring environment Access school support network when needed Regulate our emotions 	We: <ul style="list-style-type: none"> Follow all expectations and safety operating procedures, including the effective use of Personal Protective Equipment (PPE) and resources Attend all classes 	We: <ul style="list-style-type: none"> Respect others and their personal boundaries Resolve conflicts peacefully or ask staff to help

Further expectations for students, staff and the community are detailed in the [Student Code of Conduct](#). These include our school policies such as *temporary removal of student property, preventing and responding to bullying, use of mobile phones and other devices*.

3. Explicit Teaching of Expected Behaviours

At Innisfail State College, we facilitate explicit teaching of PBL through fortnightly:

Whole School Assembly	These will introduce the fortnightly PBL focus. Reinforce our commitment to our core expectations.
Mini-lessons	Provide clarity around behavioural expectations and actively demonstrate appropriate behaviours. Allow students opportunities to practise, reflect, and receive feedback. Refer to Appendix A for an example of a mini-lesson schedule.
Year Parades	Reinforce current PBL focus
In class	Teachers regularly reinforce expected behaviours and acknowledge students showing these behaviours.

All staff consistently model and positively reinforce our behaviour matrix expectations. Our dedicated PBL leadership committee regularly meets to coordinate, evaluate, and refine our approach, ensuring consistent and effective implementation throughout the college. Regular learning walks conducted during mini-lessons monitor student engagement, assess understanding, and provide constructive feedback to teachers. The Learning in Action Walks completed by leadership further help the PBL team to determine whether students are able to articulate the PBL Focus of the Fortnight after the explicit teaching session.

For PBL to be most effective, school-wide expectations are taught and reinforced regularly. Teachers are encouraged to provide specific regular feedback on the PBL focus for the fortnight in all lessons. In addition,

there is a continued focus on entry and exit routines; instructional learning position; respect for school, peers, staff is reinforced, often in the form of classroom goals /rules. All staff are expected to reinforce behaviour expectations at every opportunity, in and away from classroom settings.

At ISC, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff receive professional development in the teaching strategies outlined in the [Classroom Management Hub](#) with these regularly being part of professional learning at whole staff meetings and PBL Learning Lounges.

During the fortnight, the PBL focus is clearly displayed around the school with posters in key areas.

The parade is the “what” and acknowledgement system and the mini-lesson is the “why” and student-based activity. Mini-Lessons have a direct relationship to the Universals and Behaviour Matrix and are designed on an annual cycle (once per term mini-lessons focus on a “hotspot” of concern). Structure of mini-lesson identifies the pillar and relevant section of the matrix, explicitly states why the behaviour is being addressed with an activity to build student engagement.

ISC also values ongoing professional development and support for staff through:

- Staff PD: PBL learning lounge and staff meetings
- PBL team has representatives from all departments to act as a conduit for support and a voice for concerns from staff
- Provision of PBL mini lessons
- Access to all resources on SharePoint at #PBL4ISC (SharePoint>Docs Library)

4. Reward and Recognition Systems

- At ISC, staff recognise student’s positive behaviour through a reward system ([PBL Rewards](#)) that allows every student to achieve.
- Students are taught the clear expectations with a reference to our Pillars, Behaviour Matrix Universals. It is the staff responsibility to model, reinforce and celebrate these behaviours.
- Student’s behaviour is identified by teachers and staff and points are allocated based on the PBL focus for that fortnight.
- Points accumulate over time and students can use these points to acquire rewards.
- The available rewards are a combination of both tangible items such as tuckshop vouchers and non-tangible items, eg selecting the bell song. The PBL committee will regularly review the rewards and recognitions systems and adjust where needed to ensure both are aligned to meet the needs of staff and students to best motivate and inspire positive behaviour.

5. Behaviour Management and Interventions

The [ISC Behaviour Model](#) outlines proactive strategies to support students as well as Tier 1, 2 and 3 interventions that can be used as a disciplinary consequence.

Appendix A

PBL Mini-lesson Schedule

Time	Focus	Organiser of mini-lesson	Delivery of mini-lesson
Term 1			
Week 3-4	Respect our School		Week 3, Tuesday L4
Week 5-6	Be a Learner – Attendance and Instructional Learning Position		Week 5, Tuesday L2
Week 7-8			Week 8 Tuesday – L3
Week 9-10	Be Responsible – Assessment Time		Week 9, Tuesday L5
Week 1-2	We are Learners – in the Learning Environment <ul style="list-style-type: none"> Use break time effectively, this includes bathroom, drink breaks and eating <ul style="list-style-type: none"> (link with out of class passes) 		Week 1, L3 Wednesday
Week 3-4	We show respect <ul style="list-style-type: none"> Show courtesy Use respectful and inclusive language 		Week 3, Thursday L4
Week 5-6	Hotspot		Week 5, Thursday L1
Week 7-8	We show responsibility <ul style="list-style-type: none"> Are on time at all times 		Week 5, Thursday L2
Week 9-10	We are safe <ul style="list-style-type: none"> Regulate our emotions Access school support network when needed 		Week 7, Thursday L5
Week 1-2	We show respect <ul style="list-style-type: none"> Follow directions from all staff promptly Adhere to class seating plan Follow all expectation and safety operating procedure, including the effective use of PPE and resources 		L3 Wednesday
Week 3-4	We are Learners <ul style="list-style-type: none"> Follow entry and exit procedure 		Week 3, Thursday L4
Week 5-6	We show responsibility <ul style="list-style-type: none"> We take pride in wearing full uniform 		Week 5, Thursday L1
Week 7-8	HOT SPOT		Week 5, Thursday L2
Week 9-10	We show responsibility <ul style="list-style-type: none"> Take initiative for learning (utilise feedback) 		Week 7, Thursday L5
Term 4			
Week 1-2	Based on T2-3 data		L3 Wednesday
Week 3-4	Based on T2-3 data		Week 3, Thursday L4
Week 5-6	Based on T2-3 data		Week 5, Thursday L1
Week 7-8	Based on T2-3 data		Week 5, Thursday L2
Week 9-10	Based on T2-3 data		Week 7, Thursday L5