

USING MINDMATTERS IN DEVELOPING & IMPLEMENTING A RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

THE CODE OF SCHOOL BEHAVIOUR (WHAT) Education QLD is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.							
STANDARDS	Members of school communities are expected to: <ul style="list-style-type: none"> conduct themselves in a lawful, safe and responsible manner that recognises and respects the rights of others. 	Students are expected to: <ul style="list-style-type: none"> participate actively in the schools education program; take responsibility for their own behaviour and learning; demonstrate respect for themselves, other members of the school community and the school environment; behave in a manner that respects the rights of others including the right to learn; cooperate with staff and others in authority. 	Parents/carers are expected to: <ul style="list-style-type: none"> show an active interest in their child's schooling and progress; cooperate with the school to achieve the best outcomes for their child; support school staff in maintaining a safe and respectful learning environment for all students; initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour; contribute positively to behaviour support plans that concern their child. 	Schools are expected to: <ul style="list-style-type: none"> provide safe and supportive learning environments; provide inclusive and engaging curriculum and teaching; initiate and maintain constructive communication and relationships with students and parents/carers; promote the skills of responsible self-management. 	Principals are expected to: <ul style="list-style-type: none"> play a strong leadership role in implementing and communicating <i>The Code</i> in the school community; ensure consistency and fairness in implementing the school's <i>Responsible Behaviour Plan for Students</i>; communicate high expectations for individual achievement and behaviour; review and monitor the effectiveness of school practices and their impact on student learning; support staff in ensuring compliance with <i>The Code</i> and facilitate professional development to improve the skills of staff to promote responsible behaviour. 	Regional Executive Directors or Executive Directors (Schools) are expected to: <ul style="list-style-type: none"> endorse the school's <i>Responsible Behaviour Plan for Students</i> that aligns with <i>The Code</i> and complies with legislation; ensure that school plans are implemented consistently, fairly and responsibly; exercise leadership in support of school principals' responsibilities under <i>The Code</i> and promote improvement of the professional skills of principals accordingly. 	The Senior Management Team of Education QLD is expected to: <ul style="list-style-type: none"> determine policy directions and monitor the efficiency and effectiveness of resource allocations and services to support responsible behaviour throughout QLD schools.

How MindMatters can support the implementation of a Responsible Behaviour Plan for Students

<p><i>MindMatters</i> encourages community involvement on school core teams and provides tools to support the development of a true sense of community.</p>	<p>Active learning is the core component of all MM curriculum materials. Specific lessons exist for negotiating group agreements about behaviour.</p> <p><i>MindMatters Youth Empowerment Process (YEP)</i> engages students in taking responsibility for themselves and others.</p>	<p><i>MindMatters</i> facilitates sessions with parents and families about wellbeing and how they might support the work of the school in maintaining safe and supportive environments.</p>	<p>The whole student approach in <i>CommunityMatters</i> provides a framework for examining how the school can contribute to protective factors for students. All curriculum documents support teachers to provide curriculum related to resilience, bullying, loss & grief and understanding mental illness.</p> <p><i>Enhancing Resilience</i> provides explicit activities for classrooms and the whole school in developing positive relationships and creating safe and supportive learning environments.</p>	<p><i>MindMatters</i> provides free Professional Development tailored to the needs of the school/cluster.</p> <p><i>MindMatters</i> audits can be used to plan, review and monitor aspects of a whole school approach to wellbeing.</p> <p><i>StaffMatters</i> is an on-line resource that assists schools to support staff.</p>	<p><i>MindMatters</i> staff are available to support regional staff to improve professional skills of principals and other leaders through <i>StaffMatters</i> as well as Principals Australia (formerly APAPDC) <i>L5 Frame and Learn, Lead Succeed</i> resource.</p>	
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School Matters

- Mapping and managing mental health in schools;
- Planning tools and a framework to assist schools with possible structures, strategies, partnerships and curriculum programs to promote and protect the mental health of all members of the school community.

Community Matters

- Explores identity, culture and community and suggests strategies for managing wellbeing needs of diverse groups of students, including those with high mental health needs

CommunityMatters DVD

- Stories showing how schools across Australia have supported diverse student needs

Educating for Life

- A guide for school-based responses to preventing self-harm and suicide
- Policies, process and practices that contribute to a comprehensive approach to suicide prevention.

MINDMATTERS

Curriculum Resources

A WHOLE SCHOOL APPROACH TO DEALING WITH BULLYING AND HARASSMENT

- *Includes a comprehensive checklist to guide policy and practice, as well as three curriculum units for junior secondary health, English and Drama classrooms*

LOSS AND GRIEF

- *An overview of school practices relevant to dealing with loss within the school, including a sequence of classroom lessons*

ENHANCING RESILIENCE 1

- *Designed to enhance resilience via the promotion of communication, participation, positive self-regard, teamwork and a sense of belonging and connectedness in any classroom*

ENHANCING RESILIENCE 2

- *Engages middle to upper secondary students in exploring issues related to stress and coping*

UNDERSTANDING MENTAL ILLNESS

- *Whole school approaches and curriculum units for upper secondary students designed to reduce the stigma attached to mental illness and encourage help seeking*