

Question on Notice

No. 52

Asked on 11 February 2026

HON D FARMER ASKED THE MINISTER FOR EDUCATION AND THE ARTS (HON J LANGBROEK)—

QUESTION:

Will the Minister provide examples of the outcomes of Behaviour Boost funding reported by State Schools that were identified to make the claim 'six months on from the introduction of the successful Behaviour Boost resource, schools are reporting positive changes in behaviour and improvements in their classrooms', as stated in the media release from the Minister published on 19 August 2025?

ANSWER:

I am advised:

School principals have the flexibility to decide how they use the Behaviour Boost to best meet the unique needs of their students, staff and school communities.

During school visits and discussions, schools have shared examples of how the Behaviour Boost is making a positive impact on their students and staff.

For example, one primary school has used the Behaviour Boost to appoint a behaviour management coach. This coach has helped build the skills of teachers to effectively respond to student behaviour. Teachers and leaders in this school highlighted that the coach position has contributed to improved student engagement and played a role in strengthening partnerships with a range of parents.

In a large secondary school, the Behaviour Boost has helped the school employ additional youth workers to work alongside behaviour intervention teams. The school reports that the youth worker roles have strengthened the team's capacity to respond to student behaviour more effectively, allowing teachers to focus more on teaching and learning.

Another primary school has used its Behaviour Boost to support the effective implementation of an evidence-informed, whole-school approach to positive behaviour for learning. The school attributes this approach to driving a reduction in the number of School Disciplinary Absences, highlighting the positive difference the Behaviour Boost has made.

Another primary school has used Behaviour Boost funding to increase Guidance Officer support within the school, providing additional layers of specialist support to individual students.

These examples demonstrate how the Behaviour Boost allocation is being used effectively to suit the needs of school staff, students and the community to build better behaviour.