



WOONONA EAST PUBLIC SCHOOL

POSITIVE BEHAVIOUR FOR LEARNING PARENTS' HANDBOOK

School Wide Positive Behaviour Interventions & Support

Revised 2019 by L. Zulumovich

On behalf of WEPS WELFARE / PBL Team



Contents

Page

Positive Behaviour for Learning Parents' Handbook

- What is Positive Behaviour for Learning?
- Rationale
- Mission Statement
- Our PBL Journey
- Matrix: Expected Behaviours-Values and Definitions
- W.E.P.S. Behaviour Matrix
- Rewards System
- Behaviour Consequences



1
2
3
4
5
9
10
11
13

What is Positive Behaviour for Learning?

Positive Behaviour for Learning is an initiative supported by the Department of Education in Illawarra and South East Region to promote and maximise academic achievement and behavioural competence. It is a school-wide strategy for making sure students achieve important social and learning goals. We know that when good behaviour and good teaching come together, our students will excel in their learning.

PBL is:

- *A focus on establishing a school environment that supports long term success of effective practices*
- *A set of expectations for student behaviour*
- *Support for consistency in the way we support our students*
- *An approach where appropriate student behaviour is taught & problem behaviours have clear consequences*



Effective behaviour strategies focused at:

- *School-wide*
- *Specific setting*
- *Classroom level*
- *Individual student level*

PBL is not:

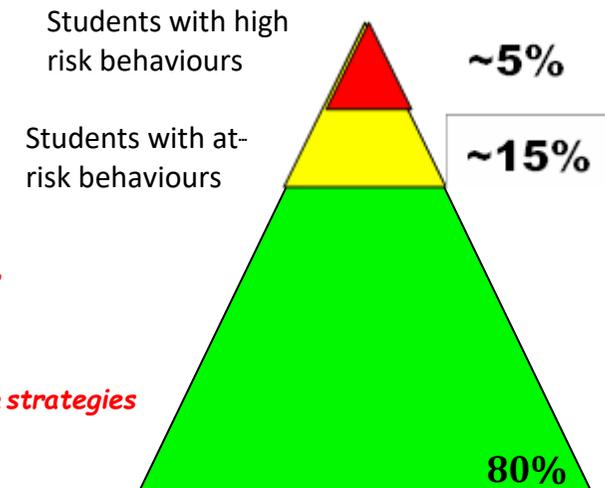
- *A specific practice or curriculum... it's a general approach to preventing problem behaviour*
- *Limited to any particular group of students ...it's for all students*
- *New ...it's based on long history of behavioural practices & effective instructional design & strategies*

Rationale

Positive Behaviour for Learning delivers a positive and consistent approach to student behaviour across the school community. Students learn most effectively in a safe and consistent environment where they are supported and rewarded for positive behaviours. Good discipline involves the development of appropriate, responsible attitudes and behaviour in students. The development of self-discipline and the ability to distinguish right from wrong is fundamental. This is most effective when there is mutual support between home and school.

PBL INITIATIVE

- *INCORPORATES PROFESSIONAL DEVELOPMENT & SYSTEM CHANGE TEAMS*
- *USES ASSESSEMENT INFORMATION TO GUIDE INTERVENTIONS.*
- *FOCUSES ON THE USE OF A CONTINUUM OF BEHAVIOURAL SUPPORTS*



**A Statement of Beliefs for
Woonona East Public School**

Children

Our children learn in a **secure, happy environment** that encourages them to become **confident lifelong learners**. They access an **integrated curriculum** that meets **individual needs and talents** while **promoting independence, inquiry, problem solving, information and creative thinking skills**.

Teachers

Our teachers **model lifelong learning practices** through their participation in **ongoing programs** to **develop professional skills and their active acquisition of new knowledge**. They foster **positive, caring relationships** with their students.

School

Our school is a **safe, inclusive environment**. Our behaviour policies are **consistent, positive and fair**. Children are encouraged to take **responsibility for their behaviour** while **developing skills to be resilient**.

Community

Our community are **valued partners** in the education of our children. **Open communication channels** support **mutually respectful partnerships** between the students, staff, parents and community.

Mission Statement

**OUR
VISION**

At Woonona East Public School, every child is known, valued and cared for. We believe that the responsibility of a school is to help every child exceed the potential they see in themselves. They should emerge from school as critical, reflective life-long learners.

Teaching & Learning

Assessment & Reporting

Curriculum

Student Welfare Programming

Resource Management Planning

Decision Making School

Leadership

Parent & Community Participation

Teacher Professional Learning

Student Leadership



History: Our PBL Journey



- Expression of interest and commitment by school
- School team established:
 - Self assessment survey
 - EBS {Effective Behaviour Support} conducted
 - Initial SET (School wide Evaluation Tool) was conducted.
 - It involved external coaches undertaking interviews and collecting data
- School Values of RESPECT, RESPONSIBILITY and RESILIENCE established following the surveying of staff, students and parents
- Behaviour Expectations Matrix developed collaboratively
- School Mission Statement created
- PBL notice board created to keep staff up to date
- BOARDIES logos established following collaboration and student competition in designing the BOARDIES
- Presentations to school staff, P&C and school community through newsletters and school website
- Surveys- IPI {Implementation Checklist- a school wide implementation inventory}, TIC {Team Implementation Checklist - quarterly} and WEPS
- PBL Action Plan
- School signage & PBL posters developed
- Playground incident form created to meet PBL criteria
- Lesson plans developed and teachers provided with direct instruction in expected school behaviours to all students
- Ongoing fortnightly PBL team meetings
- Regular meetings with staff to provide information about innovations
- Regular communication with whole school community through newsletters, website and meetings & WEPS PBL Launch: Tuesday, May 21st, 2013

{2019 Team: Ms Emily Corcoran, Mrs Luci Zulumovich, Mrs Donna Carter, Mrs Julie Harris Cross, Mrs Kristen Lindley and Mrs Amy Scott}

AT WOONONA EAST PUBLIC SCHOOL

Aims

At Woonona East Public School our aim is to ensure:

- A positive climate and fair discipline;
- Effective learning and teaching;
- Effective and active community participation;
- That the emotional, physical, social and moral needs of all students are met.

Guiding Principles

At Woonona East Public School:

- Student welfare is the responsibility of all staff;
- Effective learning is the product of quality teaching combined with focused and engaged students working within a positive learning environment that is based on respect, responsibility and cooperation;
- Student welfare encompasses everything that the school community does to meet the personal and social needs of students and enhance their well-being. It involves recognising, valuing and developing each student as a total and unique person within the context of society;
- The student welfare program is the sum of all policies, structures and activities which are planned and implemented by the school to promote student well-being. It involves general care of students, personal development, preventative, remedial and pastoral care;
- Effective learning and teaching is provided within a secure, well managed environment in partnership with parents and the wider community;
- All disciplinary matters will be treated within the bounds of procedural fairness.

Effective Learning & Teaching

At Woonona East Public School we enhance effective teaching and learning by:

- Encouraging students to take responsibility for their own learning and behaviour
- Identifying and catering for the individual learning needs of students within the context of the whole class program



- Establishing well-managed learning environments
- Ensuring that new learning experiences build upon prior knowledge and experiences and are socially and culturally relevant
- Providing frequent opportunities for parents to discuss learning programs and student progress
- Identifying key social skills and developing plans for all students to acquire them over time
- Ensuring gender and equity issues are recognised and addressed across the curriculum

As a result, students will be active and respectful participants in the learning process:

- Students will feel valued as learners
- Students will pursue a program of learning that is relevant to their needs and aspirations
- Students will develop competencies which enhance the quality of their relationships with others

Effective and Active Community Participation

At Woonona East Public School we aim to promote community participation by:

- Building a learning community where staff, students and parents work together toward common goals
- Encouraging parents and community members to participate actively in their children's education and in the life of the school
- Acknowledging parents as partners in their children's education
- Encouraging parents and students to have a sense of belonging to the school community
- Fostering closer links with the wider community
- Inviting parents to share their skills and experiences

As a result:

- There will be a strong link between students, staff, parents and other members of the school community
- Parents and community members will participate in the education of our students
- Students, parents and teachers will know that learning programs in the school are relevant and beneficial
- Staff will facilitate community involvement in a range of school initiatives
- Students will be supported by parent and community participation in school activities
- Students and parents will value the school as an integral part of the local community
- Students, teachers and parents will be partners in the teaching and learning processes at the school





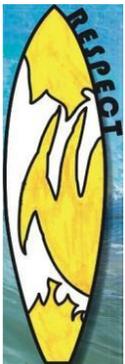
Staff Responsibilities: Positive Behaviour for Learning

- Teach behaviour expectations and social skills with integrity
- Encourage and provide incentives for positive behaviour
- Complete Playground Duty Report each duty and send to the Principal.
- Follow Behaviour Consequence Flowchart
- Complete Behaviour Data sheets for all major and minor referrals in SENTRAL
- Use student, classroom and school-wide data to make classroom and stage decisions
- Model expected behaviour for students and provide incentives
- Work within stage teams to problem solve behaviour issues.
- Keep executive informed of students with frequent or perpetual behaviour issues.



Student Responsibilities: Positive Behaviour for Learning

- Follow classroom and school rules
- Treat others with understanding, respect, courtesy, honesty and trust
- Respect the property of others and report any acts of damage to property or theft
- Help in making sure that the school is a safe place to be, acting against bullying
- Interact in a positive manner with parents and the community
- Uphold the school values of Respect, Responsibility and Resilience



Matrix - Expected Behaviours

The School's Behaviour Matrix is the central framework for the teaching of expected behaviours in universal areas. These behaviours need to be taught explicitly and repeatedly. The core values are the cornerstone of the PBL Program: students and teachers need to refer to the values and their definitions at all times.



RESPECT

Treat others as you would like to be treated

RESPONSIBILITY

Doing what you know is right

RESILIENCE

Bounce back and act positively



WOONONA EAST PUBLIC SCHOOL 'WELLBEING - PBL BEHAVIOUR MATRIX'

| WELLBEING Positive Behaviour for Learning | All Settings | Assembly Hall | Eating Areas | Hard Surfaces and Grass | Oval | Quiet Garden | Toilets | Canteen |
|--|---|---|--|---|--|---|--|---|
| RESPECT <i>Treat others as you would like to be treated</i>  | Be honest Use good manners Care for others and for property | Look and listen Applaud sensibly | Rubbish in the bin | Take turns Play safely Care for the environment | Be a friend Play safely Play by the rules | Care for the environment Stay on the paths | Allow privacy Keep the area clean | Wait quietly in line Use good manners Buy only for yourself |
| RESPONSIBILITY <i>Do what you know is right</i>  | Follow directions Wear your school uniform with pride Right place, right time | Be ready Enter and leave quietly | Sit to eat Make healthy choices Care for your own things | Hats on Walk on hard surfaces Move sensibly on the bell | Hats on No food on the oval Stay in bounds | Hats on Walk Quiet play only | Wash your hands and leave Report problems Walk | Keep your money safe Make healthy choices |
| RESILIENCE <i>Bounce back and act positively</i>  | Join in and do your best Accept change and advice Keep on trying | Celebrate the efforts of others Congratulate success | Share the area Eat only your own food | Share the equipment and area Be a problem solver | Share the equipment and area Be a problem solver | Share the area | Use break time | Wait your turn |

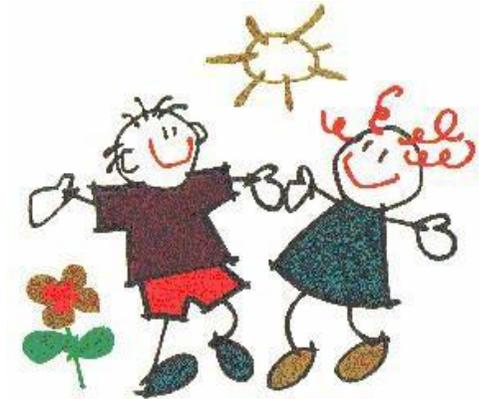
Reward System

At Woonona East Public School our school values are Respect, Responsibility and Resilience. Students are expected to act according to the school's values as outlined in the positive behaviour matrix. Self-discipline in playground behaviour will be rewarded with Free and Frequent Boardies. Classroom behaviour and work habits will continue to be rewarded through the use of WEPSIs and school assembly awards.

Aim

To implement an awards system which:

- Emphasises appropriate student behaviour and actions;
- Recognises achievement and improvement in academic, social and behavioural areas;
- Promotes the development of self-esteem of students within a nurturing school environment.
- Uses a consistent approach that utilises a standard language related to the school's core values



Effort and Achievement

Effort and achievement will be rewarded through recognition and encouragement:

- From class teachers, the principal, parents and peers
- With the use of stickers, stamps and rewards
- In reports and school newsletters
- Display of student work
- At assembly
- Notes to parents
- Meetings with parents



Whole School Class Award System

Each classroom teacher will maintain an in-class system involving the presentation of approximately 10 WEPSIs per week.

These will be awarded in recognition of:

- Appropriate classroom behaviour
- Work practice
- Effort and improvement

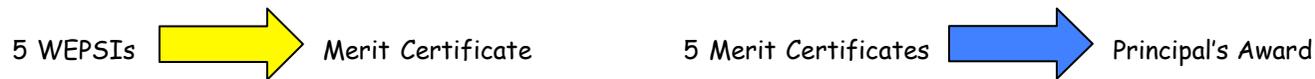


Students will be informed orally or in writing as to why they have received a WEPSI. Five WEPSIs will lead to the presentation of a merit certificate by the office. Five merit certificates will lead to the presentation of a Principal's

Awards at assembly and acknowledgement in the school newsletter. The accumulation of these awards is ongoing and does not finish at the end of a term or calendar year. It is the student's responsibility to collect and save awards and to present them at the office for validation.

Assembly Awards

At whole school assemblies, three awards per class will be presented in recognition of achievement. An assembly award will count as one merit certificate towards the earning of a Principal's Award.



Free and Frequent



Students who consistently demonstrate the school values of Respect, Responsibility and Resilience outside the classroom are awarded Boardies. These Boardies accumulate each week and tally towards a whole school reward when specific targets are reached:

BOARDIES



1. Teachers will hand out a minimum of 4 Boardies to students for displaying expected behaviours. Students write their name on the boardie and place it in the class collection box.
2. Each Thursday after lunch, each class will send their weekly Boardie collection to the office to be added to the whole school tally bin. As the bin fills up, and certain levels are reached, the entire school receives a reward.
3. Each Monday at recess assembly two students are drawn from the school collection box to receive a canteen voucher, (\$1 each). Then one more ticket is drawn out and the teacher whose name appears on the back is released from one playground duty, (Principal or extra casual to cover this).
4. A whole tally is kept to accumulate towards a stage or school reward. Initially the goal will be 500 Boardies.



Behaviour Consequence Flowchart

Dealing with unacceptable behaviour:

Parent-teacher interviews can occur at any time. The expertise of other professionals, for example the school counsellor, can be sought at any stage of this process. In cases of extremely unacceptable behaviour, a student may progress immediately to a higher level as determined by the Principal and Assistant Principal.

STEP 1 Classroom

- Teachers manage minor behaviour issues and enter into SENTRAL Welfare.
- Serious issues reported to the Assistant Principal.
- Student may progress to Step 2.

STEP 1 Playground

- Teachers manage minor behaviour issues.
{SEE PLAYGROUND BEHAVIOUR CONSEQUENCES CHART}
- Serious issues reported to the Assistant Principal, who will communicate with parent where necessary, as well as, liaise with the Principal. Student may progress to Step 2.

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graph TD; S2[STEP 2] --> S3[STEP 3]; S3 --> S4[STEP 4]; S4 --> S5[STEP 5]; S5 --> S6[STEP 6];
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STEP 2

- 'REFLECTION ROOM' with Principal.
- Parents informed via Reflection sheet from Principal to go home.
- BLUE behaviour monitoring card for 3 days.
- Further breaches of school rules may lead to Step 3 or higher.

STEP 3

- Interview between student and Principal in 'REFLECTION ROOM' {Reflection sheet to be responsive to incident}.
- Interview with Parent/Carer.
- Long detention (3-5 days) with Principal.
- YELLOW behaviour monitoring card for 5 days.
- Further breaches of the school rules may lead to Step 4 or higher.

STEP 4

- Removal of student from class and/or playground for supervision by Principal.
- Interview between student, principal and parents.
- Suspension warning given.
- RED behaviour monitoring card for 10 days.
- Further breaches of the school rules may lead to Step 5 or higher.

STEP 5

- Short suspension (1-4 days) as per DET Policy Guidelines.
- Suspension resolution meeting between student, Principal and parents. Suspension resolution plan developed.
- Behaviour monitoring card for use in class and playground for 10 days following return from suspension.
- Further breaches of the Discipline Code may lead to Step 6.

STEP 6

- Further short suspensions or long suspensions of up to 21 days as per DET Policy Guidelines.
- Suspension resolution meeting between student, Principal and parents.
- Suspension resolution plan developed.
- Behaviour monitoring card for use in class and playground for 10 days following return from suspension.

Woonona East Public school

PLAYGROUND BEHAVIOUR CONSEQUENCES



Description of consequences:

1. Verbal warning given to students involved by the teacher on duty.
2. Time out- offending students are sat in designated areas for 10minutes:
Areas are as follows: COLA- silver benches along the side; FIELD – along fence in shade; BASKETBALL COURT – on seats outside classrooms.
3. Referral to executive – verbal report or written playground duty report given to executive outlining incident.
4. Incidents requiring documentation to be entered into **SENTRAL** by reporting duty teacher.
Detention will be determined by executive and/or Principal and/or class teacher based on severity of incident and reoccurrences of behaviour as noted in **SENTRAL**.

Teacher Managed

| MINOR | DEFINITION |
|---------------------------------|---|
| Running on cement/hard surfaces | Students to walk on all hard surfaces |
| Out of bounds | Areas where students are not permitted to play |
| Misuse of property | Misusing/abusing any property (including hardware & software) |
| Not sharing the space | Using exclusion practices |
| Inappropriate action in area | Behaving inappropriately in that area - eg: Playing in toilets, running in Quiet Garden etc |

Executive Managed

| MAJOR | DEFINITION |
|--|--|
| Abusive language/inappropriate language/swearing | Any time that a student uses language intended to cause student or teacher to feel humiliated, intimidated or threatened |
| Bullying | A repeated act intended to cause another student or teacher to feel intimidated or to cause a violent reaction from another student |
| Disrespect /non-compliance | Defiance - Refusal to follow directions, answering back and/or rude interactions |
| Defiance | Repeated failure to follow school rules |
| Disruption | Behaviour causing an interruption to activity. Disruption includes sustained loud talk, yelling, or screaming |
| Physical Aggression/Fighting/Threats/Assaults/Throwing items | Actions involving threatening acts or serious physical contact where injury may occur or (e.g., hitting, punching, burning, hitting with an object, kicking, hair pulling, scratching, etc.) |
| Theft | Student is in possession of, or been responsible for, removing someone else's property or has signed a person's name without that person's permission |
| Forgery | Falsifying parent notes, official documents, plagiarism of assignments and assessment tasks |
| Harassment/teasing/taunting | Student delivers disrespectful messages (verbal or by gesture) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. These include negative comments sustained or intense verbal attacks based on: <i>Race; religion and/or national origin; gender; age; physical appearance; ethnic origin; disabilities; other personal matters.</i> |
| Lying/Cheating | Student delivers a message that is untrue. A student in any way uses someone else's work as their own or lets another student use their work or appropriates answers in an unacceptable manner for any kind of assignment or assessment. |