



**WOOROOLIN**  
**STATE SCHOOL**

# Positive Behaviour for Learning (PBL) Handbook



# Overview

The Positive Behaviour for Learning (PBL) approach helps schools to create positive learning environments by implementing evidence-based approaches and developing proactive whole-school systems to define, teach and support appropriate student behaviours. PBL is characterised by an emphasis on prevention; an increasing intensity of intervention for increasing intensities of problem behaviour; and a provision of basic proactive programming for all students by all staff in all settings.

Expectations for student behaviour are defined by a school-based team and effective behavioural support is implemented consistently by staff and administration. Appropriate student behaviour is taught. Positive behaviours are publicly acknowledged and problem behaviours have clear consequences. Student behaviour is monitored and staff receive regular feedback on this. Effective behaviour support is implemented at the school-wide, specific setting, classroom and individual student level. Effective behaviour support is designed to meet the needs of all students.



# Universal Behaviour Supports

The first step in facilitating standards of positive behaviour is communicating those standards to all students. These standards are outlined in the Wooroolin State School Behaviour Matrix. At Wooroolin State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behaviour expectations is a form of universal behaviour support strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

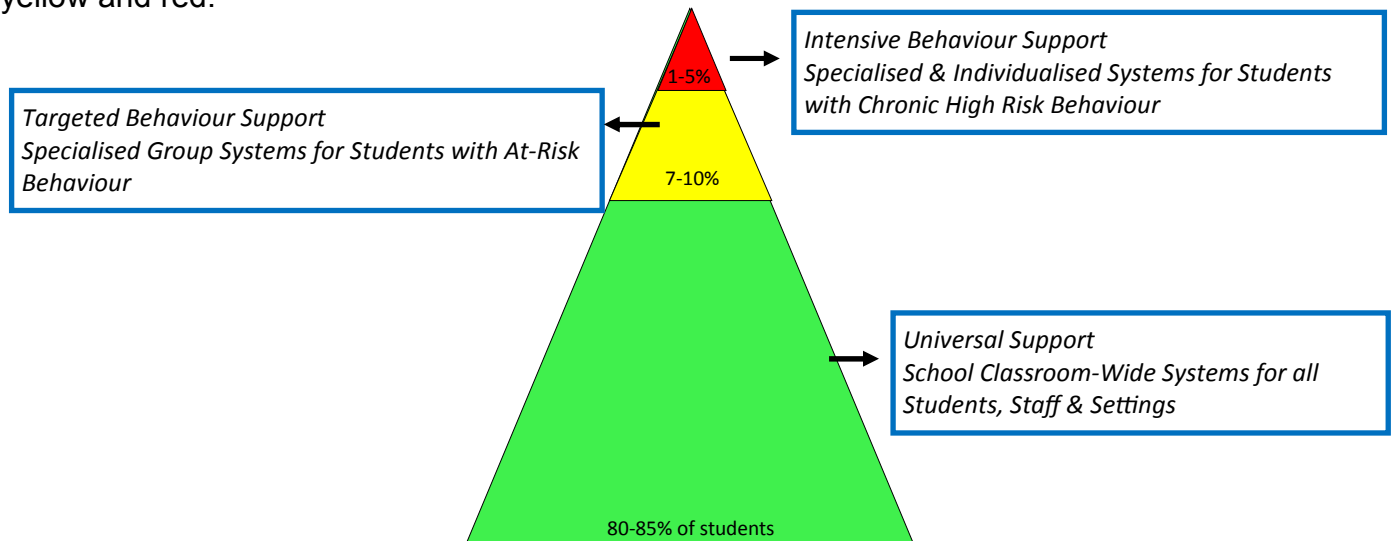
## Wooroolin State School - Behaviour Expectations Matrix - *Making Wooroolin PROUD*

Situation/Area	P Be Productive	R Be Responsible	O Be Organised	U Be United	D Be Disciplined
All areas	We are active learners We are active listeners We do our best We deliver and return notes on time We use our time wisely	We follow rules, routines and directions We accept responsibility for our choices We complete adult requests cheerfully and in a timely manner We acknowledge others' personal space We report important incidents to adults We model good leadership	We are on time and prepared for lessons We put equipment away in a tidy manner and in its rightful place We ask parents to replace equipment needed	We are cheerful and show good school spirit We are tolerant, kind and compassionate to others We respect adults and their decisions We value everyone's input We follow the school dress code We demonstrate good sportsmanship We care for students who are new to our school	We play safely and sensibly We use good manners at all times We show SHELL We use positive language when speaking to others We care for equipment which has been provided for us We respect our environment and the living things in it
Learning Spaces	We ask for help when needed We accept help when offered	We complete and return homework on time We treat our learning spaces with respect	We are ready for lessons We show SHELL when asked	We respect all opinions and points of view We encourage others	We care for our and others' equipment and belongings
Play Areas	We stop play when the bell rings We sit sensibly and wait patiently when supervised before school	We play where teachers can see us We are responsible for, and return, the equipment we borrow	We are sunsafe	We follow the rules in the games we play We cooperate with others We resolve conflict peacefully	We use and respect our equipment We include and respect others in our games We make appropriate choices without supervision
Eating Areas	We eat the food which has been provided for us	We leave our area tidy	We zip up our lunch-box and put litter in the bin	We wait for permission to leave	We make healthy choices
Footpaths/Walkways	We walk on paths and hard surfaces	We use paths, not gardens, as walkways	We show SHELL when moving around the school as a class	We walk around adults in conversation, not through them	We move safely and sensibly
Personal Hygiene	We use the toilet at break times	We care for our health and personal hygiene	We use soap, toilet paper and towels responsibly	We respect others' privacy	We accept that toilets are not a play area
Bus Students	We are on time for bus at the end of the day	We wait sensibly We line up sensibly	We have all our equipment with us at the end of the day	We respect the bus driver and his decisions	We follow the Bus Code of Conduct
Library	We borrow books regularly	We return our Library books on time and in the condition they were borrowed	We use a Library Bag	We keep the Library tidy and as we found it We use book markers	We use inside voices



# The Three Tiered System of Prevention

One of the structural objectives of PBL is to improve the existing resource capacities of the school to support the behavioural needs of all students. Three broad demographic zones of problem behavioural prevention are represented in the “PBL triangle” by the colours green, yellow and red.



The green zone represents the percentage of students without, or without the likelihood, of developing serious and challenging behaviour. Ideally this zone would represent around 80-85% of the total student population. These students are supported by primary intervention consisting of schoolwide and classroom systems of support, administered by regular school staff and referral structures.

The yellow zone represents the 7-10% of students who require secondary or more intense support because they are at risk for developing chronic problem behaviours. These students are also supported by universal supports, but with the addition of extra support, perhaps involving more positive contact with adults in the school, sometimes individually and sometimes group-instructional settings.

The red zone represents the 1-5% of students with chronic or intense severe and challenging behaviour. These students are supported by the school's universal supports but with the addition of targeted, highly individualised systems of support from guidance and behaviour teachers, and alternative skill-building programs.

The Three-Tiered Model is a Problem-Solving Template for Preventing and Responding to Problem Behaviour.

Supporting and even enlarging the green zone is a primary objective of PBL. By enlarging the green zone and therefore the proportion of a more self-supporting students,

- Resources are freed up for application to tertiary and secondary prevention systems in the other two zones.
- The red and yellow zones are logically decreased in size, proportional to the increase of the green zone.



# Teaching Expected School Behaviours

For PBL to be most effective, school-wide expectations are taught and reinforced regularly. Lessons have a direct relationship to the Behaviour Matrix and are designed on an annual cycle. New expectations are introduced at Parade each Monday then explicitly taught in class during that week. Students record the school rules in their PBL scrapbook. All staff are expected to reinforce behaviour expectations at every opportunity, in and away from classroom settings. Lesson Plans are available in G drive: Coredata/Common/PBL/Lesson Plans

At Wooroolin State School 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 are trained in the Essential Skills for Classroom Management and regular revision of these is undertaken at whole staff and teacher aide meetings.

## The use of SHELL as a Management Technique

All staff are encouraged to use SHELL as a management technique in and away from the classroom. The word SHELL is an acronym for *Sit up straight, Hands on the desk, Eyes on the speaker, Lips closed, Ready to Learn*. In out-of-class settings (at line-up and when moving around the school) the acronym changes slightly—*Stand up straight, Hands to yourself, Eyes facing the direction of travel, Lips closed, Let's move*.





### Positive Behaviour Reward Process

#### DAILY

Students receive stamps in their PROUD Passport for displaying PROUD behaviours

#### WEEKLY

Rewards Café is opened  
Students can trade 'stars' on their Passport for a prize  
Students can trade passport pages for  
Gold (3 pages); Silver (2 pages); Bronze (1 page) class rewards  
PROUD Student of the Week presented at Parade and published on the school's facebook page and/or newsletter

#### MONTHLY

Principal presents Student of the Month at the first Parade of the month  
Student receives a Student of the Month certificate, badge, prize and has their photograph displayed on the Student of the Month notice board as well as on the school's facebook page and/or newsletter

#### TERM

Students receive End-of-Term Gold, Silver and Bronze rewards based on an agreed set of PROUD standards

#### ANNUALLY

Annual PROUD awards presented at the end-of-year function  
Academic (Junior and Senior); Sporting; Cultural and Encouragement Awards  
The Horne Award

### Positive Behaviour Data Collection Process

#### WEEKLY

Stamps on Passports are collated by the classroom Teacher Aide

#### MONTHLY

Data is shared at the PBL, curriculum and staff meetings  
Student of the Week and Student of the Month awards are added by the BM to the student file in One School

#### TERM

PBL Team review data and assess individual end-of-term Gold, Silver, Bronze and Below Bronze achievements with reference to the Wooroolin State School End-of-Term Rewards matrix  
Students and parents are informed by letter of the end-of-term activities and permission is requested for inclusion in the events  
Principal prepares data and graphs for regional collection

#### ANNUALLY

Principal prepares data and graphs for regional collection

# WOOROOLIN STATE SCHOOL Yearly PBL Lesson Plan Outline

TERM 1			TERM 2		TERM 3		TERM 4	
Week	ALL AREAS		ALL AREAS		LEARNING SPACES AND PLAY AREAS		EATING AREAS, FOOTPATHS & WALKWAYS, PERSONAL HYGIENE, BUS, LIBRARY	
	<i>PROUD</i>	<i>Behaviour</i>	<i>PROUD</i>	<i>Behaviour</i>	<i>PROUD</i>	<i>Behaviour</i>	<i>PROUD</i>	<i>Behaviour</i>
1	Productive	We are active learners	Productive	We do our best We deliver and return notes on time	Productive	We ask for help when needed We accept help when offered	P R O U D	We eat the food which has been provided for us We leave our area tidy We zip up our lunchbox and put litter in the bin We wait for permission to leave We make healthy choices
2		We are active listeners		We use our time wisely	Responsible	We complete and return homework on time We treat our learning spaces with respect		
3	Responsible	We follow rules, routines and directions	Responsible	We acknowledge others' personal space We report important incidents to adults	Organised	We are ready for lessons We show SHELL when asked	P R O U D	We walk on paths and hard surfaces We use paths, not gardens, as walkways We show SHELL when moving around the school and as a class We walk around adults in conversation, not through them We move safely and sensibly
4		We accept responsibility for our choices		We model good leadership	United	We respect all opinions and points of view We encourage others		
5	Organised	We complete adult requests cheerfully and in a timely manner	Organised	We put equipment away in a tidy manner and in its rightful place	Disciplined	We care for our and others' equipment and belongings	P R O U D	We use the toilets at break times We care for our health and personal hygiene We use soap, toilet paper and towels responsibly We respect others' privacy We accept that toilets are not a play area
6		We are on time and prepared for lessons		We ask parents to replace equipment needed	Productive	We stop play when the bell rings We sit sensibly and wait patiently when supervised before and after school		
7	United	We are cheerful and show good school spirit	United	We value everyone's input We follow the school dress code	Responsible	We play where teachers can see us We are responsible for, and return, the equipment we borrow	P R O U D	We are on time for bus at the end of the day We wait sensibly We line up sensibly We have all our equipment with us at the end of the day We respect the bus driver and his decisions We follow the Bus Code of Conduct
8		We are tolerant, kind and compassionate to others We respect adults and their decisions		We demonstrate good sportsmanship We care for students who are new to our school	Organised	We are sunsafe		
9	Disciplined	We play safely and sensibly	Disciplined	We use positive language when speaking to others	United	We follow the rules in the games we play We cooperate with others We resolve conflict peacefully	P R O U D	We borrow books regularly We return our Library books on time and in the condition they were borrowed We use a Library bag We keep the Library tidy and as we found it We use book markers We use inside voices
10		We use good manners at all times We show SHELL		We care for equipment which has been provided for us We respect our environment and the living things in it	Disciplined	We use and respect our equipment We include and respect others in our games We make appropriate choices without supervision		

# Teaching Expected School Behaviours

## 10 ESSENTIAL SKILLS

Student on task

Student off task

### Language of acknowledgement

- 5. Body language encouraging
- 6. Descriptive encouraging

### Language of correction

- 7. Selective attending
- 8. Redirecting to the learning
- 9. Giving a choice
- 10. Following through

### Language of expectation

- 1. Establishing expectations
- 2. Giving instructions
- 3. Waiting and scanning
- 4. Cueing with parallel acknowledgement

## Remember:

- ⇒ Stay **calm**, use a **firm voice** and **maintain consistency**
- ⇒ Use **peripheral vision**
- ⇒ **Selectively attend**—follow up with post lesson discussion
- ⇒ Avoid being sucked into **secondary behaviour**
- ⇒ Say “**thanks**” after verbal redirection and turn away
- ⇒ **Follow through** with consequences

## ESCM Skill 1:

### Establishing Expectations & Behaviours

- 3-5 short, simple, clearly defined rules/expectations
- Make rules positive to draw attention to appropriate behaviours
- Refer to rules frequently
- Discuss relevant scenarios (positive and negative)
- Model, Model, Model
- Refer to rules when they are being followed, not just when they are not being followed
- Publish rules/expectations/consequences where students can read them

## ESCM Skill 2:

### Instruction Giving

- Give instruction from a designated point in the room
- Gain attention with either verbal/non-verbal prompts
- Wait and Scan (Skill 3)
- Give 1-2 Descriptive Encourages (Skill 6)
- Start instruction with a verb
- Use calm, firm, friendly, measured tone
- Make instructions short and clear (507 mins)
- Use visual clues to assist
- Ensure expectations are clear (Skill 1)
- End the instruction with “Thanks...”
- *If necessary, move toward student/s not ready*

## ESCM Skill 3:

### Waiting and Scanning

- Gives students time to process the instruction/direction
- Wait for 5-10 seconds after you have given an instruction (*this varies according to the needs of the children*)
- Stand still and face the group to encourage a period of quiet focus
- Use this short time to think ahead and calm yourself
- Scan the group and link with a “Descriptive Encourager” or “Redirection” as necessary  
(*eg. Vera has her pen down ... Janet is sitting up straight ... Gavin has his book out and eyes are on me*)



## ESCM Skill 4:

### Cueing with Parallel Acknowledgement

- Scan group regularly ... student is off-task, acknowledge and praise someone in close proximity
- Acknowledge that person with a descriptive encourager
- Follow up with a low-key acknowledgement once on task

#### Verbal Language

- Descriptive encourager: “Daniel, I can see you writing”
- Praise: “Well done Melissa”

#### Non-Verbal Language

- Smiling
- Finger signing
- Close proximity
- Touching of students’ materials
- Touch book/work of those on-task. When students off-task go back on task, calmly go back and touch their work.

# Teaching Expected School Behaviours

## ESCM Skill 5:

### Body Language Encouraging

- Triple 'P' - Praise, Prompt and Push Off
- Touch work of on-task students
- Smile
- Eye contact
- Nod, Thumbs up
- Hand signals / sign language
- Peripheral Vision: scan class regularly while working with students or group
- Personally Understood Signals (PUS)
  - Hats off
  - Sit in chair properly
  - Come here
  - Turn around
  - Quiet etc ...

## ESCM Skill 7:

### Selective Attending

Use when student is displaying off-task or inappropriate behaviour that is not seriously disrupting others.

Be ready to use a descriptive, encourager, or if necessary give choice/warning

- Keep student in peripheral vision
- Attend to student when: on-task; begins to seriously disturb others' off-task behaviour is maintained over extended period of time
- Praise-Prompt-Push Off
- Praise-Pause-Push Off
- Use of "Vaseline eye"

## ESCM Skill 6:

### Descriptive Encouraging

- Describe the positive behaviours you see or hear eg. "Steven has started work", "This group is on task"
- Use privately to individual students
- Use respectful tone
- Have genuine intent
- Use frequently
- Use collectively to the group
- Send home positive notes to parents regarding positive behaviours

## ESCM Skill 8:

### Redirecting to the Learning (*not the behaviour*)

#### Non-Verbal

- Non-Verbal redirection (eye contact, head/hand movement, smile etc)
- Proximity
- Pause in talk
- Non-verbal directional action

#### Verbal

- Verbal redirection (*curriculum refocus*)

#### Oral redirections include:

- Individual close talk
- Questioning to redirect (*Where should you be? What should you be doing?*)
- Humour
- Call student's name
- Redirection given
- Across room to individual
- Oral directional phrase

Remember the impact of body language, tone of voice, proximity and facial expression. Be calm, clear, firm and positive in tone.

## ESCM Skill 9:

### Giving a Choice

Use after a redirection hasn't worked

- In close proximity
- Using a calm, measured and firm voice
- "Your choices are .... Or ...."
- Walk away and scan back intermittently
- Allow time for choice to be made
- FOLLOW THROUGH (Skill 10) with consequence if choice not made
- Post lesson discussion might be effective



## ESCM Skill 10:

### Following Through

- Demonstrate confidence using appropriate body language and a calm, firm voice
- Consider removing the class from the problem if necessary
- Do what you planned and said you would do
- In a crisis event, send for help immediately
- Reassure the class
- Take notes in objective language and date and sign it
- Review behaviour management plan if necessary
- Debrief with a colleague privately (*not in public eg. Staff room*)
- Follow up with a class discussion/post lesson discussion
- Take a short break if you need to (*be responsible for your emotions and behaviour*)

# Strategies for Managing Behaviours

<b>Student entry</b>	<ul style="list-style-type: none"> <li>• Sets the tone of your lesson</li> <li>• Ensure you can see students as they enter the room to minimise silliness</li> </ul>
<b>Late students</b>	<ul style="list-style-type: none"> <li>• Welcome child or give no response</li> <li>• If necessary, speak with child when you have time</li> <li>• Celebrate promptness (eg. A celebration chart)</li> </ul>
<b>Greeting</b>	<ul style="list-style-type: none"> <li>• Formally or informally greet students</li> <li>• Welcome students back from breaks</li> </ul>
<b>Rules clear ESCM 1 Rules referred to Consequences applied</b>	<ul style="list-style-type: none"> <li>• Have clear class rules (no more than 5 or 6)</li> <li>• Fade rules in / out as is necessary</li> <li>• Refer to rules if one is broken</li> <li>• Refer to rules regularly especially at beginning of each term</li> <li>• If you have offered a choice and the behaviour continues, apply a consequence</li> <li>• It may be necessary to apply a consequence without offering a choice depending on the behaviour</li> </ul>
<b>Time spent introducing lesson Concepts/ instructions clear ESCM 2</b>	<ul style="list-style-type: none"> <li>• Introduce and have students 'doing' within the first 5-7 min (13+ years)</li> <li>• Introduce and have students 'doing' in within the first 3-5 min (5-7 years)</li> <li>• Make instructions clear and concise. The following describes an effective process:               <ul style="list-style-type: none"> <li>– Give the instruction</li> <li>– Wait and scan ESCM 3</li> <li>– Give 2 descriptive encouragers</li> <li>– Move in</li> <li>– Thank student if compliance occurs or give a choice if no compliance</li> </ul> </li> <li>• Use "thanks" instead of please at the end of a request/instruction</li> <li>• Use cue cards illustrating instruction given often and point at them</li> </ul>
<b>What / Why/ How</b>	<ul style="list-style-type: none"> <li>• Curriculum: Tell students the what, why and how of the lesson you are about to teach</li> <li>• Behaviour: Tell students the what, why and how of behaviour for the lesson you are about to teach</li> </ul>
<b>Activity change</b>	<ul style="list-style-type: none"> <li>• When ending or changing an activity during a teaching period               <ul style="list-style-type: none"> <li>– Review the previous lesson if following on</li> <li>– Establish and work from routines (monitors, times)</li> <li>– Use time or other encourager (you have 1 min, rhymes, chants, games, counting)</li> </ul> </li> </ul>
<b>Communication Techniques</b>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to address behaviour eg.               <ul style="list-style-type: none"> <li>– Question for understanding ie. Do you know what to do? "What should you be doing?"</li> <li>– Use reflection questioning ie. What is the rule about listening? "What do we do when ...?"</li> <li>– Actively listen ie. Be aware of other cues when discussing problems with students such as body language</li> <li>– Speak using a calm, friendly, firm, measured tone</li> </ul> </li> </ul>
<b>Positive feedback ESCM 5</b>	<ul style="list-style-type: none"> <li>• Give positive feedback individually, to groups and whole class 0 regularly</li> <li>• Touch their work, make eye contact and smile, give thumbs-up signal</li> </ul>
<b>Descriptively encourage to ensure effectiveness of instruction ESCM 6</b>	<ul style="list-style-type: none"> <li>• Having given an instruction, wait and scan the class, if some are not on-task refer to those who are eg. "pencils down and eyes this way, thanks"</li> </ul>
<b>Cue with parallel acknowledgement ESCM 4</b>	<ul style="list-style-type: none"> <li>• Normally begins with "I like the way Matthew is sitting up, great stuff Matt" or "Look at Bob, he is writing his story, well done Bob" or "This group is working well, they're talking about their work" etc.</li> </ul>



# Strategies for Managing Behaviours

<b>Description of Reality</b>	<ul style="list-style-type: none"> <li>State what you see that is wrong eg. "There's no paper on the floor next to you" "our books are closed and we've started writing:"</li> </ul>
<b>Individual Close Talk</b>	<ul style="list-style-type: none"> <li>Move to student calmly</li> <li>Deliver redirection in close proximity using a calm, firm, friendly and measured tone</li> </ul>
<b>Move about to Students working individually or in groups</b>	<ul style="list-style-type: none"> <li>Make the effort to engage in discussion about the task at hand with each student during the lesson—not just those that raise their hand to ask a question</li> <li>Remember P praise/encouragement P prompt P push off before they begin working</li> </ul>
<b>Teacher movement about the room</b>	<ul style="list-style-type: none"> <li>While instructing or having class discussions, move about the room to minimise inappropriate behaviour</li> </ul>
<b>Peripheral vision</b>	<ul style="list-style-type: none"> <li>While working on the board or one to one with students ensure you scan the class regularly</li> </ul>
<b>Selective attending ESCM 7</b>	<ul style="list-style-type: none"> <li>Pay minimal attention to off-task behaviour if it is not seriously disrupting the lesson or class. Beware about putting on "the blinkers" eg. "I'll speak with you when I'm ready"</li> </ul>
<b>Verbal &amp; Non-Verbal Redirecting to Learning ESCM 8 Oral Redirections</b>	<ul style="list-style-type: none"> <li>Curriculum redirections, eye contact, hand gestures, proximity, non-verbal messages (head, hand and eye) smile or pause in talk</li> <li>Questioning to redirect, call students name and giving redirections</li> </ul>
<b>Giving a choice ESCM 9</b>	<ul style="list-style-type: none"> <li>Give it in a calm, firm tone in close proximity and avoid making it sound like a threat</li> <li>Allow up to 15 seconds for the student to make their choice</li> <li>If necessary follow through ESCM 10</li> </ul>
<b>Enter secondary behaviour</b>	<ul style="list-style-type: none"> <li>Avoid being led into secondary behaviour issues eg. "Michael, on with your work, thanks" "Sir, Matthew got my pen"</li> <li>Another form of secondary behaviour is where a student attempts to anger/frustrate the teacher by responding sluggishly to a request, giving provocative responses of grunting and other non-verbals</li> <li>Use broken record tactic/award point to those working/give a choice/cue with P.A.</li> </ul>
<b>Class discussion at end of activity or period</b>	<ul style="list-style-type: none"> <li>Review the curriculum of the activity/period eg. "People are choosing books at their level during silent reading, well done"</li> <li>Review behaviour of the activity/period eg. "You people need to be congratulated again as you were silent for silent reading, well done"</li> </ul>
<b>Post lesson discussions</b>	<ul style="list-style-type: none"> <li>Tell a student who was off-task, annoying, disruptive, etc. during the lesson that you will need to speak with them at the end of the lesson (this can also be for positive behaviour)</li> </ul> <p><u>Restorative Discussion</u></p> <ol style="list-style-type: none"> <li>1. What did you do? What happened?</li> <li>2. What rule did you break?</li> <li>3. What can be done to fix things?</li> <li>4. What might you do differently next time?</li> <li>5. What do you think I should do if I see the same/similar behaviour again/for the rest of the lesson/in the next 5 min?</li> </ol>
<b>Assistants</b>	<ul style="list-style-type: none"> <li>Engage assistants purposefully—plan for/with them</li> </ul>
<b>Parting formalities Student exit</b>	<ul style="list-style-type: none"> <li>Exchange parting formalities either formally or informally eg. "good afternoon everyone", "see you later", "catch you period 4", "enjoy the rest of your day"</li> <li>Establish routines of dismissal to ensure sensibility as they leave</li> </ul>



# Acknowledging Expected School Behaviours - Positive Behaviour Rewards

## Fast and Frequent Acknowledgements

Staff are encouraged to use a variety of acknowledgements for students demonstrating expected school behaviours. This can include but is not limited to non-verbal praise; verbal or written praise and/or a praise conversation with home. In the classroom, students receive tangible praise through stamps on their Rewards Passport.

## The Rewards Passport

At the beginning of each term, students are issued a Rewards Passport. The Passport is used to receive stamps from staff members noticing students Making Wooroolin PROUD. Staff are encouraged to provide verbal feedback when giving the stamp by indicating which 'PROUD' the student has demonstrated—eg. "Thank you Sam, you are on task—you are Being Productive". Staff members have individually-recognisable stamps.



# Acknowledging Expected School Behaviours - Positive Behaviour Rewards

## Medium-Term Acknowledgements

### Weekly

Once per week, the classroom Rewards Café is opened. Students have an opportunity to 'trade' the stars on their Passport for prizes from the Prize Box. They may also trade 'pages' of stamps in their Passport for Gold, Silver and Bronze Class rewards. Rewards are changed each term and come from suggestions by students and negotiated with staff. Students in receipt of a certificate for Gold, Silver or Bronze can trade their reward at a time negotiated with the teacher. Examples of rewards include hot chips, free time, time on computers or iPad bring a toy to school, a popper or a pizza party with friends.



Passport stamps are tallied each week by the classroom teacher aide and results are used when determining end-of-term rewards.

Classroom teachers nominate a Student (or Students) of the Week based on a student demonstrating PROUD behaviours. The Student of the Week receives a certificate on Parade as well as a prize. Photographs are placed on the school's facebook page and/or in the school newsletter.

Students also receive stamps in their Passport for visiting the Reading Room. Students receive a token each Friday after their visit to the Reading Room. The token is numbered based on the student's number of visits that week to the Reading Room and can be traded for an equal number of stamps on their Passport.



# Acknowledging Expected School Behaviours - Positive Behaviour Rewards

---

## Monthly

At the end of each month, staff nominate a student for Student of the Month. This is generally alternated between the Junior and Senior classrooms. The Student of the Month must have demonstrated exceptional behaviours for an extended period during that month. Student of the Month is announced at the first parade of a new month. The student receives a certificate, a badge, a prize and his/her photo is added to the Student of the Month board as well as being included on our facebook page and in the fortnightly newsletter.

## Term

Prior to the PBL meeting in week 8 of each term, the Principal and PBL Action Team collate a wide range of data to create a comprehensive overview of individual student behaviour for that term. Data is analysed against the End of Term Rewards Calculator.



# END OF TERM REWARDS



A student's achievement in each of the eight areas will be allocated Gold, Silver or Bronze. These allocations are given in consultation with a range of staff and discussed at PBL team meetings. Gold, Silver and Bronze allocations are given a numerical score (Gold = 3 points, Silver = 2 points, Bronze = 1 point). These scores are added to provide a Grand Total. The Grand Total will determine end-of-term Gold, Silver or Bronze level (End-of-term Gold = 18 points and over; Silver = 13-17 points; Bronze = 12 and below. A Bus Report is counted as an Incident. Three Incidents in one week = Reflection Room. Five Incidents in one term = Reflection Room. **One Incident in the term = Silver. Two Incidents in the term = Bronze. Three Incidents in the term = Below Bronze. One referral to the Reflection Room = Below Bronze. The principal's decision is final.**

	GOLD (3 points)	SILVER (2 points)	BRONZE (1 point)
<b>Productive</b> (Attendance)	(1) 95% or above attendance (adjusted for extended illness and/or permissible absences)	Below 95% attendance (adjusted for extended illness and/or permissible absences)	Below 95% attendance (adjusted for extended illness and/or permissible absences)
<b>Responsible</b> (Reading)	(2) <b>Consistent</b> home and school reading (3) <b>Consistent</b> use of the library (4) <b>Consistent</b> attendance at the Reading Room	<b>Regular</b> home and school reading <b>Regular</b> use of the library <b>Regular</b> attendance at the Reading Room	<b>Occasional</b> home and school reading <b>Occasional</b> use of the library <b>Occasional</b> attendance at the Reading Room
<b>Organised</b> (Work Ethic)	(5) Completes <b>all</b> work in the time given and at a high standard	Completes <b>most</b> work in the time given and at an acceptable standard	<b>Occasionally</b> completes work in the time given and <b>occasionally</b> at an acceptable standard
<b>United</b> (School Spirit)	(6) <b>Always</b> shows good sportsmanship and school spirit (7) <b>Always</b> kind, caring and encouraging to others	<b>Usually</b> shows good sportsmanship and school spirit <b>Usually</b> kind, caring and encouraging to others	<b>Occasionally</b> shows good sportsmanship and school spirit <b>Occasionally</b> kind, caring and encouraging to others
<b>Disciplined</b> (Behaviour)	(8) Top 10% of Passport stamps	Middle 80% of Passport stamps	Bottom 10% of Passport stamps

3 Incidents in one term or 1 referral to the Reflection Room or suspension = Below Bronze

# Acknowledging Expected School Behaviours - Positive Behaviour Rewards

The following table outlines the data collected for end of term rewards.

## END-OF-TERM DATA COLLECTIONS

PRODUCTIVE	Attendance	One School
RESPONSIBLE	Reading (Home) Reading (Library) Reading (Reading Room)	Home Reading Log Library printout Reading Room attendance data
ORGANISED	Bookwork	Variety of school books
UNITED	Sportsmanship Kind, caring, encouraging	Anecdotal (HPE teacher) Anecdotal (All staff)
DISCIPLINED	Passport Stamps	Student Passport Stamps Tally

A final score is created for the individual based on their overall performance across the PROUD behaviours. The final score determines the student's end-of-term Gold, Silver or Bronze achievement. Students receive an end-of-term Gold, Silver or Bronze certificate prior to the Rewards Day. The theme for End-of-Term Rewards Day is negotiated with the Student Council and staff, and students make suggestions for activities on the day. The principal sends a letter home outlining the activities and asking student permission to participate. Participation in activities are tiered, with Gold students participating in all activities.

## Annual

At the end of the school year, students are nominated by staff for end-of-year awards. These are Academic (Junior and Senior); Cultural; Sporting and Encouragement awards. The Horne Trophy and Medal is awarded to a senior student *Making Wooroolin PROUD*. Students having GOLD at the end of each term are awarded a Medal at the school presentation night.



# Responding to Unacceptable Behaviours

---

Wooroolin State School community believe that students come to school to learn and teachers come to school to teach. Behaviour support represents an important opportunity for learning how to get along with others.

Students having one referral to the Reflection Room or a suspension are Below Bronze and are not permitted to participate in any End-of-Term activities. These students are supervised separately and provided with meaningful learning activities.

## **Redirecting Low-Level and Infrequent Problem Behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff is to remind the student of expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Our preferred way of redirecting low-level problem behaviour is to ask students to think of how they might be able to act more productively, more responsibly, more organised, more united or more disciplined. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.



# Targeted Behaviour Support

---

Each year a small number of students at Wooroolin State School are identified through our data as needing extra assistance in the way of targeted behaviour support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social successes at risk if not addressed in a timely manner.

Students identified as needing targeted behaviour support attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily additional support and increased opportunities to receive positive reinforcement as well as opportunities to engage in adult mentoring and/or intensive social skills training.

Targeted behaviour support is coordinated by the Principal with staff involvement. All staff members are provided with continuous professional development consisting of an overview of the programme, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the support programme, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

A comprehensive statement and flow chart for dealing with unacceptable behaviours and consequences is attached.

Also attached are the Wooroolin State School Majors and Minors chart.





## WOOROLIN STATE SCHOOL

### Unacceptable Behaviour Consequences and Data Collection Process

Please refer to the Wooroolin State School Minor and Major Behaviours Table for full information on these

#### Unacceptable Consequence Process

##### MINOR

Students receive fast and frequent responses to low-level unacceptable behaviour. Techniques used are based on those in the Essential Skills for Classroom Management

Classroom teacher may use the Step Board to provide immediate and visual feedback

- Step 1 – reminder/redirection
- Step 2 – time out/detention
- Step 3 – Incident Report
- Step 4 – Removal to Administration

If Student reaches Step 3 or otherwise receives an Incident Report this is immediately handed to the Principal who decides if this is a Minor or Major breach of acceptable behaviour. Principal decides or confirms consequence for behaviour.

Consequences are listed on the Incident Report

- 3 x Minor referrals in one school week = 1 Major
- 3 x Minor referrals in one term = 1 Major

##### MAJOR – Level 1 (Reflection Room)

Principal assesses severity of behaviour and, if necessary, conducts an interview with those present. Principal decides if this is a Major Level 1 or a Major Level 2 behaviour

Student is referred to the Reflection Room to complete a Responsible Thinking Plan (Junior or Senior Plan)

Student is withdrawn from play for 2 days, then

Student self-monitors (Juniors = 3 days; Seniors = 5 days)

3 x 'X's whilst self-monitoring = Major Level 1  
(return to Reflection Room)

3 x Major Level 1s in one term = Major Level 2

2 x Major Level 1s in two weeks = Major Level 2

A student *MUST* return a signed Parent Note the morning after this has been sent home. If not, the student receives a 'X' on his/her Monitor Sheet

##### MAJOR – Level 2 (Suspension)

Principal may use a variety of support options as an alternative or addition to suspension. These may include parent interview; completion of FBA; referral to internal and/or external personnel and/or agencies (eg GO, paediatrician, CYMHs); flexible attendance, creation of an Individual Behaviour Support Plan and/or Risk Management Plan

##### MAJOR – Level 3 (Exclusion)

Recommendation for exclusion following an immediate period of suspension

#### Unacceptable Behaviour Data Collection Process

##### MINOR

Student names are recorded on the Step Board and removed at the end of the day

Principal retains Incident Reports for one school week (Mon-Fri) then hands over to the BM for entry in One School

Once entered, Incident Reports are handed back to the Principal and filed in the student's behaviour file.

Principal prepares data for sharing at the PBL, curriculum and staff meetings as well as for regional collection

##### MAJOR – Level 1

Principal enters Major Incidents in One School

Once entered, Incident Reports are filed in the student's behaviour file.

Principal prepares data for sharing at the PBL, curriculum and staff meetings as well as for regional collection

##### MAJOR – Level 2

Principal prepares suspension letters for student and parents/carers

Correspondence, including specialist referrals and flexible attendance documents are prepared and filed electronically. A hard copy is stored in the student's personal and/or behaviour file

Principal prepares data for sharing at the PBL, curriculum and staff meetings as well as for regional collection

##### MAJOR – Level 3

Principal prepares correspondence for student and parents/carers as well as for regional action



	Minor	Major
Be Productive	Wasting learning time Not waiting safely and/or sensibly Refusing to attempt or complete tasks Refusing help when offered Throwing away good food Running on hard surfaces	Leaving class without permission (out of sight)  Leaving school without permission  Major disruption to class  Throwing objects
Be Responsible	Not following routines or directions Encroaching on others' personal space Play fighting/rough play/pushing/shoving Playing out of bounds Using gardens instead of walkways Not using appropriate hygiene Returning damaged books Inappropriate language (verbal or written)	Possession of weapons  Possession or selling of drugs  Weapons including knives and any other items which could be considered a weapon being taken to school
Be Organised	Not putting equipment or items away correctly Not being sunsafe Littering Not showing SHELL when moving between classes Being careless with soap, toilet paper and towels Eating gum Spitting at the ground	Major dishonesty that has a negative impact on others  Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation  Serious and/or continued inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Be United	Being unkind to others Breaking the school dress code Being uncooperative Not valuing another's point of view Putting down others/teasing/name-calling Not following the rules in the games we play Demonstrating poor sportsmanship Leaving without permission Running on hard surfaces Disrespecting others' privacy Demonstrating unfair play/playing mean tricks Minor bullying/harassment/victimisation	Serious physical aggression  Fighting  Offensive language  Aggressive language  Verbal abuse/direct profanity
Be Disciplined	Being unsafe Speaking disrespectfully to others Not using equipment correctly Littering Not looking after our or others' belongings Not including others in our games Not making appropriate choices at play Playing in the toilets Minor classroom disruptions Petty theft Poor attitude Disrespectful tone Not accepting responsibility for actions (eg minor dishonesty – lying about involvement in a low-level incident) Non-compliance	Major bullying/victimisation/harassment  Blatant disrespect  Major defiance  Stealing/major theft  Wilful property damage  Vandalism  Spitting on others  Other major behaviours not listed above

# Incident Reports

---

If a student reaches Step 3 in class or has otherwise displayed unacceptable behaviour leading to an Incident Report, this is filled out by the adult in charge and then immediately sent to the Principal who will decide if this is a Minor or Major incident. The Principal confirms or decides upon a logical consequence if needed once all facts are known.

All aspects of the Incident Report should be completed prior to submitting to the Principal. A *brief but accurate* description of the event should be included on the Incident Report. If the event warrants further investigation, the Principal will follow through.

Incident Reports are documented in One School weekly and provide data for the Principal, and PBL and whole-staff meetings.

Three Incident Reports (Minors) in one week (Monday-Friday) equals a Major Level 1. Five Incident reports (Minors) in one term equals a Major Level 1.





# INCIDENT REPORT

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Incident Type:

☐ Minor ☐ Major

## Period:

- ☐ Before School  
☐ Morning Session  
☐ Morning Tea  
☐ Middle Session  
☐ Lunch  
☐ Afternoon Session  
☐ After School  
☐ Other \_\_\_\_\_

## Location:

- |                                               |                                               |
|-----------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Eating Area          | <input type="checkbox"/> Out of Bounds        |
| <input type="checkbox"/> Junior Playground    | <input type="checkbox"/> Outside School       |
| <input type="checkbox"/> Library              | <input type="checkbox"/> Oval                 |
| <input type="checkbox"/> LOTE room            | <input type="checkbox"/> Oval (Other)         |
| <input type="checkbox"/> Lower Class Verandah | <input type="checkbox"/> Senior Playground    |
| <input type="checkbox"/> Lower Classroom      | <input type="checkbox"/> Toilets              |
| <input type="checkbox"/> Multi Games Court    | <input type="checkbox"/> Undercover Area      |
| <input type="checkbox"/> Music Room           | <input type="checkbox"/> Upper Class Verandah |
| <input type="checkbox"/> Office Block         | <input type="checkbox"/> Upper Classroom      |
| <input type="checkbox"/> Other _____          |                                               |

## Witnesses:

Staff: \_\_\_\_\_

Students: \_\_\_\_\_

Other: \_\_\_\_\_

## Incident Details:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Motivation for Behaviour:

- |                                                     |                                                          |
|-----------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Obtain Peer Attention      | <input type="checkbox"/> Escape/Avoid Activity or Event  |
| <input type="checkbox"/> Obtain Adult Attention     | <input type="checkbox"/> Escape/Avoid Instructional Task |
| <input type="checkbox"/> Obtain Tangible Object     | <input type="checkbox"/> Escape/Avoid Adult Attention    |
| <input type="checkbox"/> Obtain Activity or Event   | <input type="checkbox"/> Escape Peer Attention           |
| <input type="checkbox"/> Obtain Sensory Stimulation | <input type="checkbox"/> Escape Sensory Stimulation      |
| <input type="checkbox"/> Don't Know                 |                                                          |

## Strategies:

- ☐ Detention  
☐ Monitoring  
☐ Parent Contact  
☐ Spoken To  
☐ Time Out  
☐ Natural Consequence  
☐ Other \_\_\_\_\_  
☐ Restorative Justice  
☐ RTC

Staff Member's Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

## Categories

- ☐ Bully/harassment  
☐ Defiant/threat/s to adults  
☐ Disruptive  
☐ Dress code  
☐ IT misconduct  
☐ Late  
☐ Lying/cheating  
☐ Misconduct involving object  
☐ Non compliant with routine  
☐ Other conduct prejudicial to the good order & management of school  
☐ Physical misconduct  
☐ Possess prohibited items  
☐ Prohibited items  
☐ Property misconduct  
☐ Refusal to participate in program of instruction  
☐ Substance misconduct involving illicit substance  
☐ Substance misconduct tobacco & other legal substances  
☐ Third minor referral  
☐ Threat/s to others  
☐ Truant/skip class  
☐ Verbal misconduct  
☐ Other \_\_\_\_\_

# The Reflection Room

---

On occasions, students may be referred to the Reflection Room to begin targeted behaviour support. The Reflection Room operates at lunch break (from 1.30pm) and is manned by a trained teacher aide or the Principal. A student referred to the Reflection Room loses the privilege of play until their PBL Plan and Monitor Sheet have been discussed and signed off by the Principal. Students continue with their learning in class, unless otherwise directed by the Principal.

Whilst in the Reflection Room, students are encouraged to reflect on their unacceptable behaviour and the actions which resulted from that. They are asked to reflect on the school expectations that were violated and prepare a plan for change. They are also encouraged to reflect on any restitution that might be needed (eg apology to staff member). These steps are outlined on the PBL Plan and are worked through with the adult in charge.





## PBL PLAN—REFLECTION ROOM

Student Name ..... Date .....

Teacher ..... Year Level .....

### GATHER INFORMATION (*ask the Student*):

What were you doing that led to the referral?.....

.....

What would your teacher say you were doing?.....

.....

What rules have you broken? (circle)

Be PRODUCTIVE Be RESPONSIBLE Be ORGANISED Be UNITED Be DISCIPLINED

### TEACH RESPONSIBILITY:

(circle your choice)

Were you stopping others from learning? YES or NO

Were you stopping others from teaching? YES or NO

Were you Making Wooroolin Proud? YES or NO

On a scale from 1 to 10 how would you say you were behaving (1 = commendable, 10 = poorly).....

How are you going to make up the work you have missed? .....

.....

Do you have to make any apologies? YES or NO

To whom? .....

### TEACH STUDENT AN ALTERNATIVE PLAN TO ACHIEVE RESPONSIBILITY:

What is your plan to stop this behaviour happening again? (*Be specific—write this on your Action Plan*)

How long will you monitor yourself? (*write this on your Action Plan*)

Do you want this Plan to work? YES or NO

Do you understand that if this plan breaks down you will be immediately returned to the Reflection Room? YES or NO

STUDENT SIGNATURE: ..... DATE: .....

TEACHER SIGNATURE: ..... DATE: .....



... make Woorolbin proud

## MONITOR SHEET — JUNIORS (3 days) IN-CLASS MONITORING

Student Name ..... Date .....

I will .....

*Junior students must miss two days of play in order to reflect on their actions (past and future) prior to active monitoring. Students are responsible for reporting to staff and self-monitoring. Students must have the appropriate adult sign off after each session. Students not following the referral process will be returned to the Reflection Room or could risk suspension.*

*Students must return the completed Monitor Sheet to the Principal and complete a PBL Reflection in the Reflection Room.*

REFLECTION	Before School	Morning Tea	Lunch	After School
Day 1				
Day 2				

MONITORING	Monday ...../...../.....	Tuesday ...../...../.....	Wednesday ...../...../.....	Thursday ...../...../.....	Friday ...../...../.....
Morning Session					
Middle Session					
Afternoon Session					

Plan followed successfully: YES or NO

Outcome: .....

SIGNATURE: .....

DATE: .....



... make Wooroolin proud

## MONITOR SHEET — SENIORS (5 days) IN-CLASS MONITORING

Student Name ..... Date .....

I will .....

Senior students must miss two days of play in order to reflect on their actions (past and future) prior to active monitoring. Students are responsible for reporting to staff and self-monitoring. Students must have the appropriate adult sign off after each session. Students not following the referral process will be returned to the Reflection Room or could risk suspension.

Students must return the completed Monitor Sheet to the Principal and complete a PBL Reflection in the Reflection Room.

REFLECTION	Before School	Morning Tea	Lunch	After School
Day 1				
Day 2				

MONITORING	Monday ...../...../.....	Tuesday ...../...../.....	Wednesday ...../...../.....	Thursday ...../...../.....	Friday ...../...../.....
Morning Session					
Middle Session					
Afternoon Session					

Plan followed successfully: YES or NO

Outcome: .....

.....

.....

SIGNATURE: .....

DATE: .....



... make Wooroolin proud

## MONITOR SHEET — JUNIORS (3 days)

### OUT-OF-CLASS MONITORING

Student Name ..... Date .....

I will .....

*Junior students must miss two days of play in order to reflect on their actions (past and future) prior to active monitoring. Students are responsible for reporting to staff and self-monitoring. Students must have the appropriate adult sign off after each session. Students not following the referral process will be returned to the Referral Room or could risk suspension.*

*Students must return the completed Monitor Sheet to the Principal and complete a PBL Reflection in the Reflection Room.*

REFLECTION	Before School	Morning Tea	Lunch	After School
Day 1				
Day 2				

MONITORING	Monday ...../...../.....	Tuesday ...../...../.....	Wednesday ...../...../.....	Thursday ...../...../.....	Friday ...../...../.....
Morning Session					
Middle Session					
Afternoon Session					

Plan followed successfully: YES or NO

Outcome: .....

SIGNATURE: .....

DATE: .....



... make Woorolbin proud

## MONITOR SHEET — SENIORS (5 days) OUT-OF-CLASS MONITORING

Student Name ..... Date .....

I will .....

Senior students must miss two days of play in order to reflect on their actions (past and future) prior to active monitoring. Students are responsible for reporting to staff and self-monitoring. Students must have the appropriate adult sign off after each session. Students not following the referral process will be returned to the Referral Room or could risk suspension.

Students must return the completed Monitor Sheet to the Principal and complete a PBL Reflection in the Reflection Room.

REFLECTION	Before School	Morning Tea	Lunch	After School
Day 1				
Day 2				

MONITORING	Monday ...../...../.....	Tuesday ...../...../.....	Wednesday ...../...../.....	Thursday ...../...../.....	Friday ...../...../.....
Morning Session					
Middle Session					
Afternoon Session					

Plan followed successfully: YES or NO

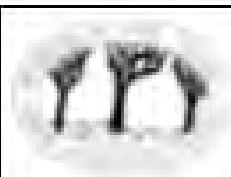
Outcome: .....

.....

.....

SIGNATURE: .....

DATE: .....



## POSITIVE BEHAVIOUR for LEARNING PROGRAM

This form is to advise you that on .....  
..... visited the Reflection Room  
for the following incident

.....  
.....  
.....

..... has successfully planned to  
return to the classroom. .... will  
miss play for 1/2 day (s) (circle which is  
appropriate) then monitor his/her behaviour  
for ..... days. Once successful, he/she will  
complete a PBL Reflection. You will be  
advised when this process is complete.

.....  
Principal

.....  
Parents Signature



**Wooroolin State School**

**POSITIVE BEHAVIOUR for  
LEARNING PROGRAM**

This form is to advise you that .....  
has successfully completed monitoring his/her  
behaviour and has also completed a  
Reflection on .....(date).

..... has successfully returned to  
class/playground.

Thank you for your cooperation.

.....

Principal

# Intensive Behaviour Support Behaviour Support Team

---

Wooroolin State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team:

- Works with others staff members to develop appropriate behaviour support strategies;
- Monitors the impact of support for individual students through continuous data collection; and
- Makes adjustments as required for the student.

In some cases, the support team may also include individuals from other agencies already working with the student and their family, the Principal and regional-based behaviour support staff.

The Principal has a range of strategies to support a student requiring intensive behaviour support. This can include completing a Practical Functional Behaviour Assessment (PFBA); the creation of an Individual Behaviour Support Plan and/or Risk Management Plan and/or Mental Health Plan; a flexible attendance plan; recommendations for referral to the Guidance Officer, child psychologist, paediatrician, and/or other specialist personnel and/or external agencies eg Intensive Family Support, Child and Youth Mental Health.



# 10 Tips for Beginning the Term

1	<b>Establish class expectations</b> For example <div> <div> <b>Be Productive</b> <ul style="list-style-type: none"> <li>• We are active learners</li> <li>• We are active listeners ...</li> </ul> </div> <div> <b>Be Responsible</b> <ul style="list-style-type: none"> <li>• We follow rules, routines and directions</li> <li>• We accept responsibility for our choices ...</li> </ul> </div> <div> <b>Be Organised</b> <ul style="list-style-type: none"> <li>• We are on time and prepared for lessons</li> <li>• We put equipment away in a tidy manner and in its rightful place ...</li> </ul> </div> <div> <b>Be United</b> <ul style="list-style-type: none"> <li>• We are cheerful and show good school spirit</li> <li>• We are tolerant, kind and compassionate to others ...</li> </ul> </div> <div> <b>Be Disciplined</b> <ul style="list-style-type: none"> <li>• We play safely and sensibly</li> <li>• We use good manners at all times ...</li> </ul> </div> </div>
2	<b>Regularly refer to the expectations</b> <ul style="list-style-type: none"> <li>• Give the clear message that we're back at school and we mean business in relation to learning!</li> <li>• Starting Block Charts: how do you win awards at the end of the term?</li> </ul>
3	<b>Refer to positive and negative consequences for behaviours</b>
4	<b>Give lots of positive and timely feedback</b> <ul style="list-style-type: none"> <li>• Not just for academic achievement, but make note of pro-social behaviours</li> </ul>
5	<b>Use <u>Top 5</u> to increase positive feedback</b> <ol style="list-style-type: none"> <li>1. Descriptive encouraging—Praise describing behaviour (Directly follows and instruction)</li> <li>2. Cueing with parallel encouragement—Praising a particular student to prompt others</li> <li>3. Description of reality—Describe exactly what you see or hear</li> <li>4. Verbal redirecting to learning—Prompting on-task behaviour</li> <li>5. Individual close talk—A private conversation in response to inappropriate student behaviour</li> </ol>
6	<b>Engage with Parents, Family and Community</b> <ul style="list-style-type: none"> <li>• If you haven't met every child's parents or guardians in your class yet, try to meet all parents before the end of term</li> <li>• If you already have met them ensure to make positive contact with them early in the term, it helps to rekindle positive relationships with parents/guardians</li> <li>• Send a positive note home hand written if possible wins friends!!</li> </ul>
7	<b>Be there—be present at every moment</b> <ul style="list-style-type: none"> <li>• Love your work, its infectious!</li> </ul>
8	<b>Have fun</b> <ul style="list-style-type: none"> <li>• Plan to have fun with your students throughout the day</li> <li>• Don't become overburdened with curriculum expectations</li> </ul>
9	<b>Choose your attitude</b> <ul style="list-style-type: none"> <li>• Enjoy your students</li> </ul>
10	<b>Make their day</b> <ul style="list-style-type: none"> <li>• Make someone else's day by saying something pleasant or commenting positively about them</li> </ul>



# Pro-Social Behaviours

## 1. TALK FRIENDLY

- ✓ Use a calm voice
- ✓ Maintain eye contact
- ✓ Maintain confident body language
- ✓ Use "I" statements eg. "I feel upset when you don't speak nicely to me"
- ✓ Maintain relatively close body proximity

## 2. TALK FIRMLY

- ✓ Use assertive voice, slightly raised
- ✓ Tell them to stop
- ✓ Restate your "I" statement eg. "Please do not speak to me like that"

## 3. IGNORE/WALK AWAY

- ✓ Pretend you did not hear it
- ✓ Do not make eye contact
- ✓ Maintain positive body posture (calm confident)
- ✓ Think positive self-esteem statements
- ✓ Count to five in your head slowly
- ✓ Take deep breaths
- ✓ Stand tall, head up high
- ✓ Mouth Closed
- ✓ Do not use eye contact
- ✓ Walk towards a safe zone – teacher on duty
- ✓ Do not look back
- ✓ Walk confidently, do not run

## 4. WARN

- ✓ Warn that you will report to a staff member if the behaviour continues

## 5. REPORT

- ✓ Walk away and tell a staff member
- ✓ Go to a safe area
- ✓ Bystanders should support and report
- ✓ Children should be able to give the exact facts to the teacher



## LINKS

[Bullying No Way!](#)



# Active Supervision of Non-Classroom Settings

---

Our commitment at the Wooroolin State School is to:

- ☐ **Arrive on time at our designated duty area**
- ☐ **Move** continuously through out designated duty area
  - Ensuring our continued presence remains obvious to students, particularly in areas where the line of sight is limited,
  - And completing an agreed number of circuits
- ☐ **Scan** frequently
  - Keeping our head up, making eye contact and avoiding any activities which limit our supervision (including conversations with other adults, using our phone etc.)
- ☐ **Interact** appropriately and economically
  - Smiling and greeting students (individuals and groups) but avoiding engaging in lengthy Conversations
- ☐ Have at least **4 positive** contacts for each negative student contact, acknowledging those who are following the school expectations and actively reinforcing using our PBL strategy
- ☐ Handle **minor behaviours** using a least-to-most intrusive approach: the fewest words possible, keeping the contact with students brief, and expending the least amount of energy (eg. Non-verbal signals and simple proximity)
- ☐ Follow agreed procedures for managing, referring and documenting **major behaviours**
- ☐ Take all reasonable steps to ensure the students under our supervision vacate the designated area before we return to supervise our own class



# Communications to Support Student Behaviour

---

As well as communicating policy and formal documents to parents and the wider community through our website page and in hard copies, Wooroolin State School communicates relevant and up-to-date information about PBL and behaviour processes, strategies and successes in a variety of other ways.

- ⇒ Notes, articles and photographs in the school newsletter and on the school's facebook page communicating information and celebrating success
- ⇒ Parent Information Sessions
- ⇒ Enrolment and Staff Induction
- ⇒ Student Positive Behaviour Cards
- ⇒ Personal communication (verbal, written and SMS)
- ⇒ Parade
- ⇒ Special presentations
- ⇒ Certificates, badges and prizes

Students at Wooroolin State School are supported through positive reinforcement and a system of universal, targeted and intensive behaviour support by:

- Parents, teachers, support staff including regional support staff;
- Principal, Guidance Officer and/or Senior Guidance Officer; and
- Advisory Visiting Teachers.

Support is also available through the following government and community agencies:

- Disability Services Queensland;
- Child and Youth Mental Health;
- Queensland Health;
- Department of Communities;
- Police;
- Lifeline;
- Family and Child Connect

