

POSITIVE BEHAVIOUR FOR LEARNING (PBL)

Parent Handbook 2015

RESPECT



RESPONSIBILITY



RESILIENCE



Our School Theme – Reach for the Stars

Students Reach for the Stars by receiving:

- Rockets
- Galaxy certificates and
- Star badges



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Positive Behaviour for Learning Rationale - Reach for the Stars

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 are fundamental. This is most effective when there is mutual support between home and school.

A Statement of beliefs for Nareena Hills 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

Nareena Hills Public School provides quality learning for life in an inclusive and caring environment.

We value respect, responsibility and resilience.

Our mission is to support children to become confident lifelong learners.



Responsibilities

Staff

- ★ Teach behaviour expectations and social skills with integrity.
- ★ Encourage and provide incentives for positive behaviour.
- ★ Display the PBL Matrix of Behaviour in classrooms and refer to it when teaching the expected behaviour in a positive manner.
- ★ Complete Playground Duty Behaviour Report sheets for all major and minor behaviour referrals and send to the Stage Executive.
- ★ Follow Behaviour Consequence Flowchart.
- ★ Students and staff to complete behaviour think sheets.
- ★ Be confident and knowledgeable when using the school's reward systems.
- ★ 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.

Student

- ★ 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.
- ★ Interact in a positive manner with parents and the community .
- ★ Uphold the school values of Respect, Responsibility and Resilience.

Behaviour Matrix - Expected Behaviours

The school's Behaviour Matrix is the central framework for the teaching of expected behaviours in universal areas. These behaviours are taught explicitly and repeatedly. The core values are the cornerstone of the PBL Program.

Definitions

RESPECT



Treat others as you would like to be treated.

RESPONSIBILITY




Do what you know is right.

RESILIENCE



Stay Positive – Bounce back.

PBL Matrix Behaviour Reach for the Stars		RESPECT Treat others as you would like to be treated.	RESPONSIBILITY Do what you know is right.	RESILIENCE Stay positive. Bounce back.
ALL SETTINGS	Be friendly Follow instructions Care for property Be polite Use manners	Act safely Hands and feet to self Wear school uniform Stay in bounds Right place, right time Report problems as they happen Be honest	Be a friend Aim high Share space Accept change and advice Seek help Help others feel special Solve problems peacefully	
PATHWAYS	Move quietly Respect other learners	Walk on pathways Wait quietly Keep to the left	Report problems Be patient	
TOILETS/BUBBLERS	Allow privacy Use quietly	Use appropriately Wash hands Leave promptly	Wait your turn	
BEFORE SCHOOL	Greet people in a friendly way	Be on time Play safely	Accept the challenge of a new day	
PLAYGROUND	Play by the rules Cooperate Share the space Care for the environment	Wear school hat Play safely Walk on the concrete Play suitable games Put rubbish in appropriate bin	Use kind words and actions Be inclusive Actively participate Share equipment Be a team player	
PLAYGROUND EQUIPMENT	Be aware of others	Use safely and correctly	Wait your turn	
AFTER SCHOOL	Be aware of others including parents and preschool children	Walk promptly to pick up area Wait quietly Use pathways	Wait patiently	
COMPUTERS	Allow privacy Help others patiently	Protect your password Be Cyber safe	Speak up about problems	
HALL	Listen attentively Participate sensibly	Pay attention to speaker Sit still and quietly	Give and accept praise Be proud	
CLASSROOM/ LIBRARY	Allow teachers to teach Allow yourself and others to learn by following classroom rules	Be an independent learner Complete tasks Be prepared Look after property Move around the classroom safely Think and ask questions Use an inside voice	Be supportive of classmates efforts Have a go Strive for accuracy and quality work Be open to learning new things Ask for help Share your ideas with others	
CANTEEN	Wait in correct line Buy only for yourself or brothers/ sisters	Use manners Wait quietly	Be patient Wait your turn	

Our Reward System

Our aim is 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.

Rewarding Effort, Achievement and Improvement:

- ★ Effort, achievement and improvement will be rewarded through recognition and encouragement:
- ★ From class teachers, the principal, parents and peers.
- ★ With the use of stickers, stamps and rewards.
- ★ In semester reports and school newsletters.
- ★ Display of student work.
- ★ At assembly.
- ★ Notes to parents.
- ★ Meetings with parents.

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How the Reward System Works

Students are expected to act according to the school's values of respect, responsibility and resilience, as outlined in the Positive Behaviour Matrix. The Reward System has three levels and includes:-

(1) Long and strong classroom galaxy awards - Classroom behaviour and work habits will be rewarded through the use of **Long and Strong Awards** called *Galaxy Awards*.

(2) Free and frequent playground rockets - Self-discipline in playground behaviour will be rewarded with **Free and Frequent Rockets**.

(3) Recognition of Student Achievement (ROSA) - Weekly rockets given out at assemblies.

Achievement, effort and improvement awards will be presented at the end of each term in a special assembly known as **ROSA** (Recognition of Student Achievement).

Special school service and school representative awards will be handed out as children participate in activities throughout the year. These are called Supernova certificates.

(1) Long and strong – classroom reward system

Each classroom teacher will maintain an in class system involving the presentation of galaxy awards. The number of galaxy awards a child receives is recorded and linked to the presentation of the Star and Tremendous, Awesome and Radical certificates and badges.



STAR - Galaxy Awards



SUPER Star	2 Galaxy Awards	Certificate	Presented in class or at a Stage assembly.
TREMENDOUS Star	5 Galaxy Awards-	Certificate	Presented at an assembly.
AWESOME Star	7 Galaxy Awards	Stage badge	Presented at an assembly.
RADICAL Star	10 Galaxy Awards	Principal's badge Principal's picnic.	Presented at an assembly.



(2) Free and frequent awards - playground rockets

Students who demonstrate expected behaviours will be awarded *Rocket* tokens in the playground. Teachers have a limited number of tokens to award.

Student's names are randomly drawn from their Stage box and publicly praised for demonstrating the school values in the playground.

Once the whole school target is reached the whole school is rewarded. The SRC suggest whole school rewards, for example, a movie afternoon, extra sport time etc.

(2) Recognition of student achievement (ROSA) - achievement, effort and improvement awards

At the end of every term each class will award achievement, effort and improvement awards.

All four assemblies are weighted evenly and are of the same importance.

The number of class awards presented over the course of the year will be scaled according to class size. Children in Kindergarten classes will all receive an award.

The awards to be presented in each Term may include:

1. Achievement in Literacy
2. Achievement in Numeracy
3. Effort or improvement in Literacy or Numeracy
4. Improvement, Effort or Achievement in one or more of the Key Learning Areas
5. PBL award (Term 1 **Responsibility**, Term 2 - **Respect**, Term 3 - **Resilience**, Term 4 - **Overall PBL award**).

Special achievements for supernova awards

Supernova awards will be presented to any child for their involvement in a special event or activity run by the school. Such events or activities could include:

Cultural activities e.g. Dance and Drama Festival, Public Speaking, Premier's Reading Challenge
Sporting events e.g. Knockout competitions, District, Regional and State representatives

Term 4 ROSA assembly

Any major whole school awards such as the Rotary Citizen of the Year, School Leadership Award, Academic Scholar Award and the Sportsperson of the Year will be presented at the Term 4 ROSA assembly.

Response to Inappropriate Behaviour

<p>STEP 1 Classroom</p> <ul style="list-style-type: none"> • Teachers manage minor behaviour issues. • Serious issues are reported via blue classroom slip to the assistant principal. • Student may progress to Step 2. 	<p>STEP 1 Playground</p> <ul style="list-style-type: none"> • Teachers manage minor behaviour issues. • Serious issues are reported via yellow behaviour slip to the assistant principal. • Student may progress to Step 2
<p>STEP 2</p> <ul style="list-style-type: none"> • Removal of student from class or playground. Short lunch time detention (1-2 days) with assistant principal. Think sheet completed. • Parents informed by think sheet letter or phone call. Meeting with class teacher/assistant principal if needed. • Further breaches of school rules may lead to Step 3 or higher. 	
<p>STEP 3</p> <ul style="list-style-type: none"> • Removal of student from class or playground. • Interview between student and principal. Situation sheet completed. • Long detention (3-5 days) with principal. • Parents informed and interview occurs. • Further breaches of the school rules may lead to Step 4 or higher. 	
<p>STEP 4</p> <ul style="list-style-type: none"> • Removal of student from class and/or playground for supervision by principal. • Interview between student, parents, class teacher and or assistant principal and principal. • Suspension warning given. • Behaviour monitoring card for 10 days. Playground restrictions/ playground plan • Further breaches of the school rules may lead to Step 5 or higher. 	
<p>STEP 5 The next two steps follow the Department of Education guidelines:</p> <ul style="list-style-type: none"> • 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. 	
<p>STEP 6</p> <ul style="list-style-type: none"> • Further short suspensions or long suspensions of up to 21 days as per Department of Education 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. • Continued breaches of school rules may lead to exclusion or expulsion as per Department of Education Policy Guidelines. 	
<p>RIGHT OF THE PRINCIPAL</p>	
<p>Depending upon the individual circumstances, the Principal can skip stages and apply necessary consequences at her discretion. Continued disobedience or aggressive behaviour will result in fast tracking along this continuum, and may consequently lead to suspension and or expulsion.</p>	