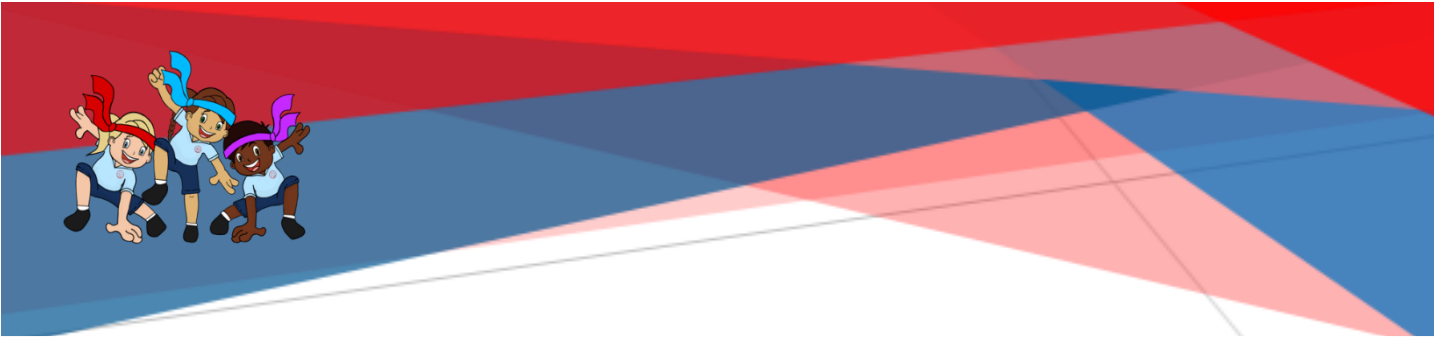


Nuwarra Public School

PBL Handbook

2023



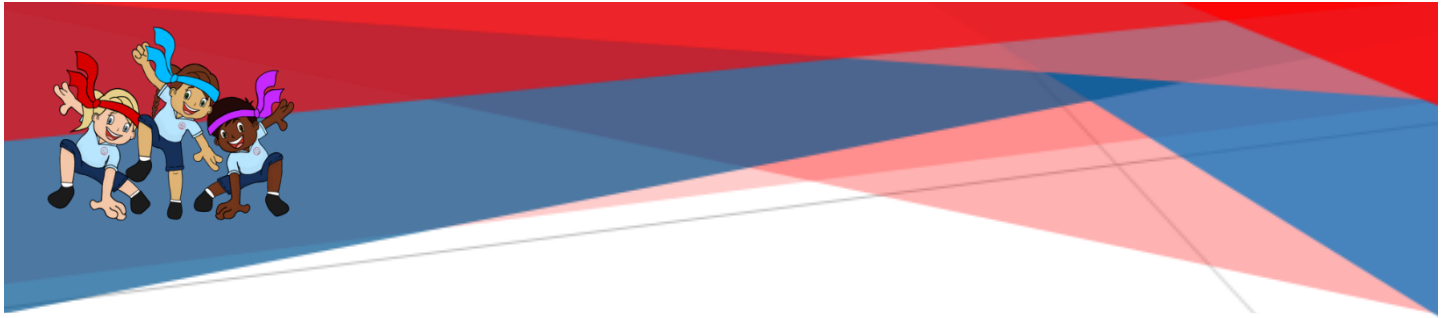


PBL at Nuwarra Public School

Positive Behaviour for Learning (PBL) is a framework that provides Nuwarra Public School with a means to improve upon academic and behaviour outcomes based upon the collection of data and the teaching of behaviour specific lessons. The purpose of this handbook is to provide an understanding of what PBL is, how it applies to the Nuwarra Public School context, and the method of implementation across the whole school.

The primary goal of PBL is to provide students with support to achieve a desired behaviour. At Nuwarra Public School we accomplish this in two ways. The first is through the explicit teaching of behaviour based lessons to students regarding the desired behaviours at school. The lessons that are taught are based upon the specific areas within the teaching matrix. The lessons cover a specific topic of behaviour and demonstrate examples of the desired behaviour as well as providing opportunities to practice. These lessons have been developed to be taught as part of a curriculum.

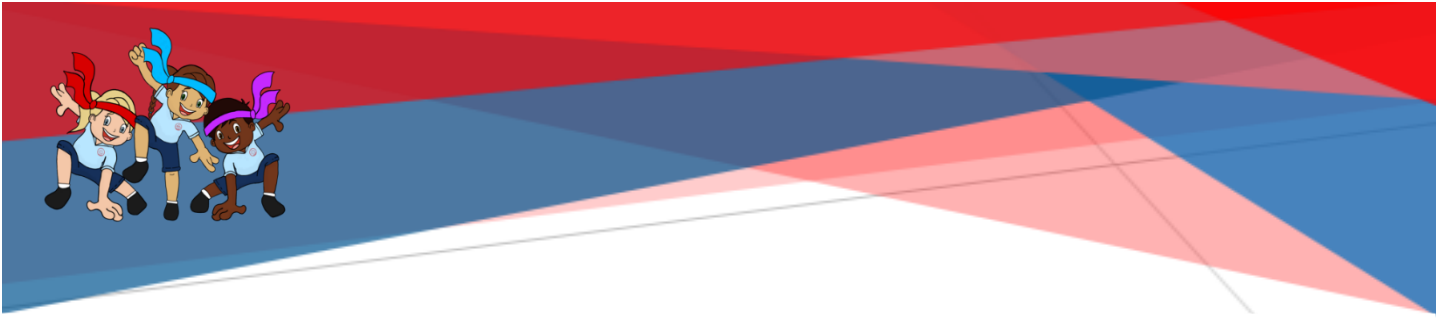




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Playground Reward Systems



Be Safe



Show Respect

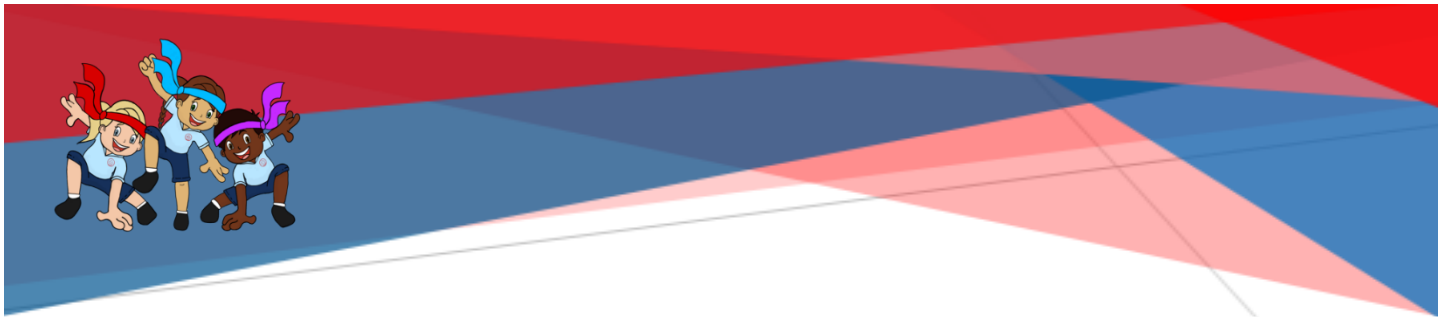


Always Try

Students will receive 'Ninja Super Stars' which represent Nuwarra Public School's school values, which are 'Be Safe, Show Respect and Always Try'. There are three different Super Stars which are Red – Be Safe, Purple – Show Respect and Blue – Always Try.

Once a 'Ninja Super Star' has been received, the student will take the star into the office and place it into the appropriate stage box. On a Wednesday morning, the student PBL representatives will tally the ninja stars collected throughout the week, then give a total number of stars collected throughout the term for the stage.

Each term, the stage with the highest Ninja Super Star count has the option to choose a VIP's afternoon movie session in the hall or a barbecue as a whole stage award for demonstrating positive behaviour on the playground.



Classroom Reward Systems

Passports

As a whole school reward system, students will receive multiple 'coloured stickies' throughout the year for demonstrating positive behaviours or outstanding efforts in the classroom or on the playground.

In every classroom, students will receive a passport. If a student demonstrates

- Being Safe, they may receive a red coloured stickie
- Showing Respect, they may receive a purple coloured stickie, and
- Always trying, they may receive a blue coloured stickie

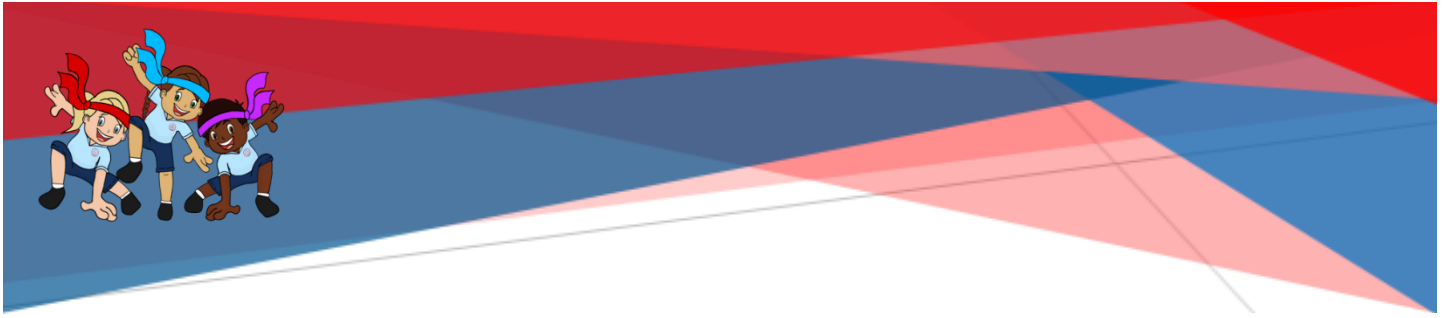
If you fill your passport with 5 stickies, you will then receive a Bronze Award.

Each fortnight, stickies are placed into teacher's tote trays to be handed out at the teacher's discretion. Passports are kept in the front office and are to be collected by the classroom teacher as required.

At the end of the year, passports are given to the student's new teacher to continue on.



BRONZE AWARD	After receiving 5 coloured stickies, the student will receive a Bronze Award which is entered in Sentral under 'Wellbeing – Positive Incident – Awards'. The merit is handed out at morning assemblies.
SILVER AWARD	When a student receives 5 Bronze Awards, they will then receive a Silver Award. A Silver Award note is sent home to the parents/caregivers as they will receive this award at assembly. This merit is entered into Sentral.
GOLD AWARD	When a student has received three silver awards, they are then able to receive a Gold Award. A note will be sent home to inform the parents/caregivers and the merit will be handed to the student at assembly. This is added in Sentral.



Discipline Policy

Step Chart

All classes at Nuwarra use the step chart system for behaviour management.

- Safe respectful learners – Each day all students start on safe respectful learners. This reflects positive behaviour and students are aiming to stay on this all day.
- Step 1 – Once a student reaches step 1, it means they have been given their second verbal warning.
- Step 2 – On step 2, a student's name is now written on the white board as they have been repeatedly asked to correct their behaviour.
- Step 3 – Time out - Students on step 3 need to reflect on their behaviour, either within the classroom or in a buddy teachers room.
- Step 4 – Sent to AP – Students sent to AP have continuously demonstrated negative behaviours and have been given the consequence of being removed from the classroom, time out during playtime or detention.
- Step 5 – Sent to Principal or Deputy Principal.

Detention

For MAJOR discipline incidences both in and out of the classroom, students may be placed on detention.

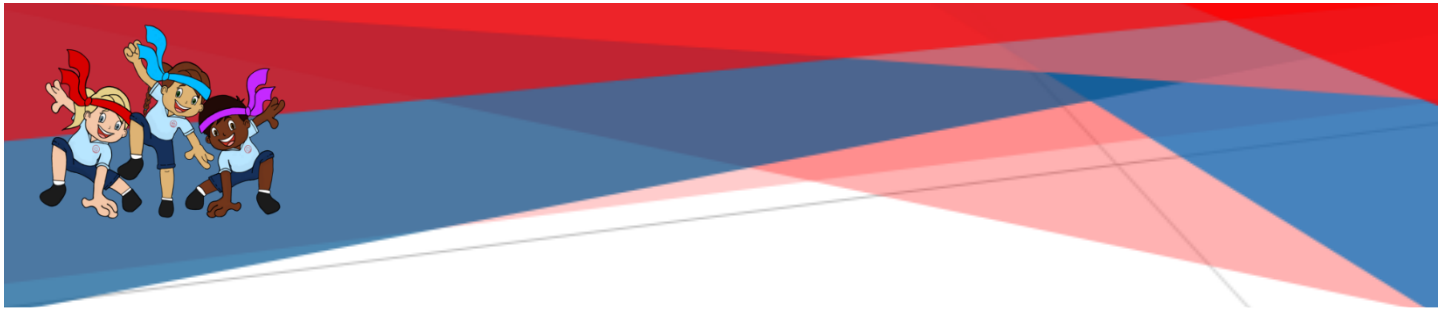
- Students are only placed on formal detentions when a decision is made by the Assistant Principals, Deputy Principal or Principal when following up an issue.
- Students names are written in the detention book by an executive staff member, the student will then attend one or more detentions during break 1 in the designated classroom for detention.
- All detentions are to be recorded, along with the corresponding white slip onto SENTRAL by the teacher who dealt with the incident.
- Detention is supervised by an Assistant Principal and takes place in the designated classroom during break 1 (11.30-12pm).

Major Discipline and Suspension

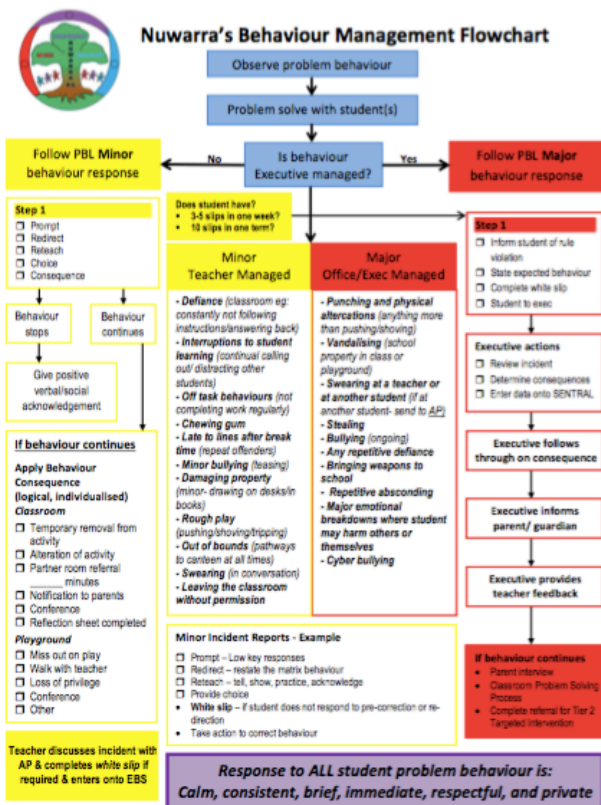
In cases where a range of strategies of appropriate behaviour welfare and discipline strategies have been implemented and have been unsuccessful or the Deputy Principal or Principal determines the behaviour warrants a suspension.

After a suspension, the returning student and carers must attend a re-entry meeting prior to resuming attendance at school. The meeting will outline procedures that have been put into place to support the student's behaviour and clear expectations for future behaviour.

All suspensions are recorded on SENTRAL and also entered into the School Suspension Register and this data is forwarded to the Riverwood Regional Office.



Nuwarra's Behaviour Flow Chart



This 'Behaviour Management Flowchart' is displayed in all classrooms within our school.

Whilst our focus is on the positive acknowledgement of the desired behaviour and attitudes, the flowchart above details examples of inappropriate behaviour and how a teacher should appropriately respond.

It is not an exhaustive list, but rather a guide of the types of behaviour that may be observed and provides guidance to staff on how to manage these behavioural situations.

Within PBL, behaviours fall into one of two categories- Minor and Major. It is important to be able to identify and distinguish between them.

These categories allow specific behaviours to be defined so there is a clear and consistent message being used throughout the school.

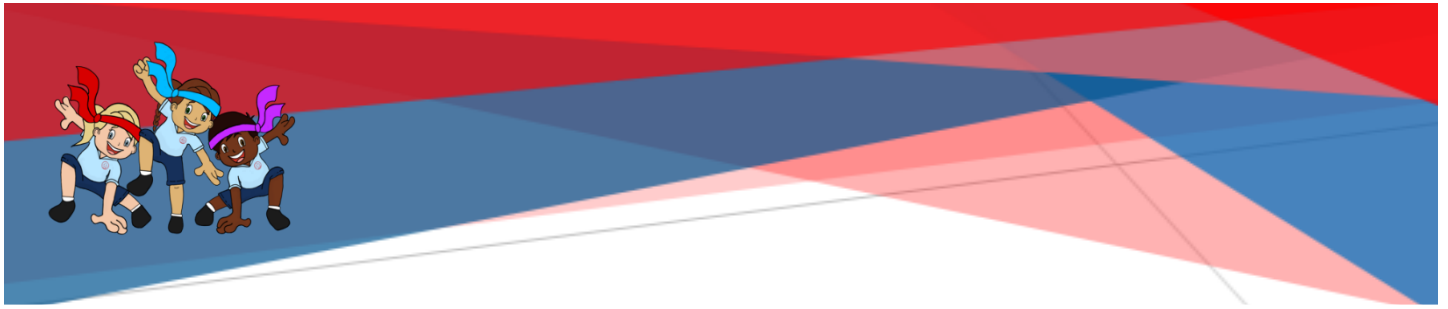
Definitions of Behaviour – Minors vs Majors

Minor Infractions are to be managed in the situation by the staff member or teacher:

- Minor infractions serve as learning opportunities for students. All basic inappropriate behaviour which is reasonable to expect individual staff members to manage, including off task behaviours (not completing work regularly), defiance (not following instructions or answering back) or interruptions to student learning (calling out or distracting other students).
- All minor infractions that warrant a white slip should be input onto Sentral as a behaviour pattern may emerge.

Major Infractions are to be referred to a school leadership executive:

- Consequences are applied and managed by an AP, Deputy Principal or Principal.
- All major infractions need to be entered onto Sentral to record behaviour.



Behaviour Step chart



NUWARRA BEHAVIOUR STEPS



STEP 5 Sent to Principal or Deputy Principal
STEP 4 Sent to AP
STEP 3 Time out
STEP 2 Name on Board
STEP 1 2 nd Verbal Warning
Safe Respectful Learners

The Nuwarra Behaviour Matrix demonstrates the appropriate procedures to take when dealing with behaviour management strategies.

The **step chart** is then used, after all of the steps have been followed within the matrix and the student has not corrected their behaviour.

Each day or session, students will start the day on safe, respectful learners. Each time a student displays a negative behaviour within the classroom, the teacher will move their name to the next step.

Once a student reaches step 4 in the classroom they are sent to the Assistant Principal, or for serious incidences the Deputy Principal or Principal.

The teacher who dealt with the incident is to write a white slip with a short description of the incident, then enter it into SENTRAL only if required by the Assistant Principal.

The **white slip**, is a recorded document of a negative behaviour which is then given to the Assistant Principal of the stage. The teacher who deals with the incident is expected to write and enter the white slip onto SENTRAL as soon as possible after the incident has occurred. A hard copy of the white slip is also expected to be given to the AP as soon as possible after the incident.

It is important when entering white slips into SENTRAL, that the correct location of incident is entered.

Each fortnight, a representative from the PBL team will place new white slips into your tote tray in the staffroom.



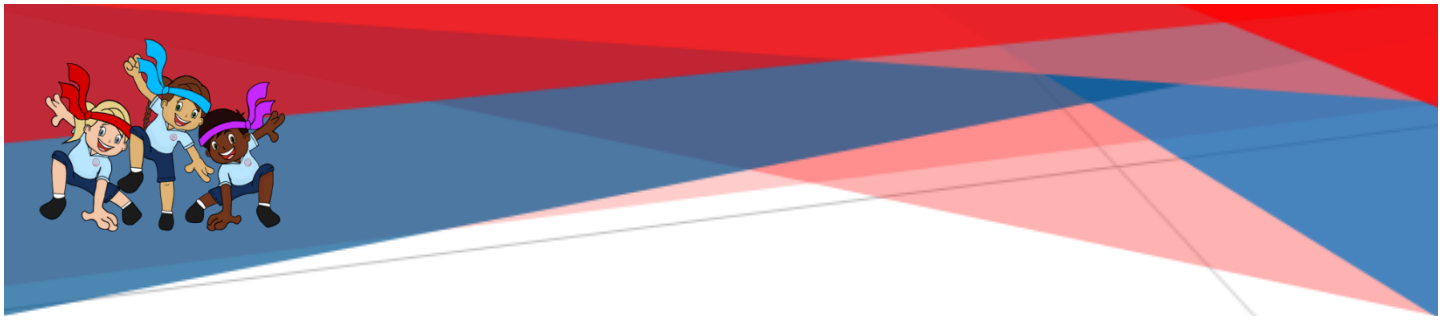
Nuwarra Public School White Slip

AP Decision: Entered on Sentral: Yes / No Sentral Reference #: Date entered: Teacher Signature:

This is to be completed by the teacher and sent to the AP after the student has been through the appropriate warning steps:

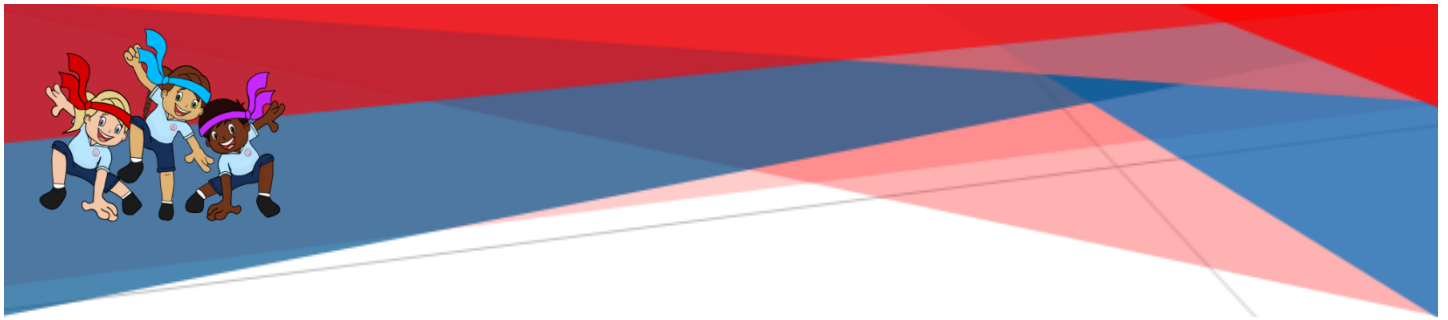
A decision by the AP will be made regarding the consequences and entering data on **Sentral**.

Student's Full Name:	Class:	Date:
Referring Teacher:	Location:	Time:
Category: Minor Major		Behaviour Type: Negative
Description:		Classroom: <input type="checkbox"/> Verbal warning <input type="checkbox"/> Name on board <input type="checkbox"/> Time out in own room <input type="checkbox"/> Sent to AP with completed behaviour slip <input type="checkbox"/> ARCO referral Playground: <input type="checkbox"/> Verbal warning <input type="checkbox"/> Time out-walk with teacher <input type="checkbox"/> Send for AP/Principal <input type="checkbox"/> ARCO referral



Behaviour Matrix

	Be Safe	Show Respect	Always Try
Classroom & Library	<ul style="list-style-type: none"> Keep your hands and feet to yourself Keep the room clean Use equipment safely 	<ul style="list-style-type: none"> Care for yourself, others and property Take turns when speaking Be polite 	<ul style="list-style-type: none"> Work hard & be proud of your work Be prepared 5 L's <ul style="list-style-type: none"> Look Listen Laps Lips Legs
Transitions	<ul style="list-style-type: none"> Line up in the correct area Assemble at meeting points between lessons Carry equipment sensibly Be in the right place at the right time Walk in two lines with hands to yourself, including leaving the classroom at 3pm 	<ul style="list-style-type: none"> Walk quietly so others can continue learning 	<ul style="list-style-type: none"> Be prepared for your next class Return to class promptly
Canteen	<ul style="list-style-type: none"> Line up correctly Walk on the footpath 	<ul style="list-style-type: none"> Use polite manners Wait your turn behind the line Be patient 	<ul style="list-style-type: none"> Order your lunch before school
Toilets	<ul style="list-style-type: none"> Wash hands Turn off taps and flush toilets During class time go to the toilets in pairs Leave the toilets quickly 	<ul style="list-style-type: none"> Respect others' privacy Close the toilet door Don't waste toilet paper and water 	<ul style="list-style-type: none"> Return to class promptly Go to the toilet during break time
Grass areas	<ul style="list-style-type: none"> No hat – play under the COLA Play with equipment carefully Tell the duty teacher of any dangerous situations or problems Play with the right equipment at the right times and place 	<ul style="list-style-type: none"> Keep the playground neat and tidy Share equipment Learn the rules of the game to be fair 	<ul style="list-style-type: none"> Go to the toilet and line up before the music ends Be a kind friend
Cola	<ul style="list-style-type: none"> Walk on the asphalt Sit down and eat food Tell the teacher on duty of any dangerous situations or problems 	<ul style="list-style-type: none"> Put your rubbish in the bin (close the lid) Speak respectfully to peers 	<ul style="list-style-type: none"> Line up promptly for class when you hear the music
Assembly	<ul style="list-style-type: none"> Carry chairs in front of you Walk with your class to and from the assembly 	<ul style="list-style-type: none"> Clap at appropriate times to show appreciation Sing anthem respectfully with hands by your side Wait for teachers' instructions to leave 	<ul style="list-style-type: none"> 5 L's <ul style="list-style-type: none"> Look Listen Laps Lips Legs
Gardens	<ul style="list-style-type: none"> Use garden tools/ water under supervision Wear a hat 	<ul style="list-style-type: none"> Share tools and take turns Listen to the teacher 	<ul style="list-style-type: none"> Learn how to care for plants
Office & Staffroom	<ul style="list-style-type: none"> Only come to the office with permission 	<ul style="list-style-type: none"> Knock and wait to be acknowledged by a teacher Use good manners (Say please and thankyou) Respect other people's property 	<ul style="list-style-type: none"> Return to class promptly Hand in money, awards and notes before school
Front/Back Gate & Out of School	<ul style="list-style-type: none"> Enter school immediately Wait with teacher near fence to be picked up Follow road safety rules when crossing the road No ball games Stay with your teacher at all times Use footpaths 	<ul style="list-style-type: none"> Treat neighbours respectfully Use polite language Always put your rubbish in the bin 	<ul style="list-style-type: none"> Know the road rules Listen and follow directions
Anzac Garden	<ul style="list-style-type: none"> Sit down Walking not running No ball games 	<ul style="list-style-type: none"> Put your rubbish in the bin (close the lid) Speak respectfully to peers Treat ANZAC memorial with respect 	<ul style="list-style-type: none"> Line up promptly for class when you hear the music
Quiet Area	<ul style="list-style-type: none"> Sit down in the morning Walking not running No ball games or tips 	<ul style="list-style-type: none"> Use polite language Follow teacher instructions 	<ul style="list-style-type: none"> Return to class promptly
Basketball Court	<ul style="list-style-type: none"> No hat – play under the COLA Play with equipment carefully Tell the duty teacher of any dangerous situations or problems Play with the right equipment at the right times and place 	<ul style="list-style-type: none"> Keep the playground neat and tidy Share equipment Learn the rules of the game to be fair 	<ul style="list-style-type: none"> Go to the toilet and line up before the music ends Be a kind friend



PBL Lesson Overview

Term 1	
Week 1-5	Settle into new classes. Walk through each area of the school and go through the PBL signs and what they mean as well as how students should behave in these areas.
Week 6-7	Lesson 2 – Following Teachers Instructions
Week 8-9	Lesson 3 – Being Respectful
Week 10-11	Lesson 4 – Let it Go / Walk Away – IN CLASS
Term 2	
Week 1-3	Lesson 5 - Keeping Your Hands & Feet to Yourself – IN CLASS
Week 4-6	Lesson 6 – Following Instructions – ON THE PLAYGROUND
Week 7-9	Lesson 7 – Let it Go / Walk Away – ON THE PLAYGROUND
Term 3	
Week 1-3	Lesson 8 – Lining Up
Week 4-6	Lesson 9 – Keeping Your Hands & Feet to Yourself – ON THE PLAYGROUND
Week 7-9	Lesson 10 – Being Safe – IN THE CLASSROOM
Term 4	
Week 1-3	Lesson 11 – Being Safe – ON THE PLAYGROUND
Week 4-6	Lesson 12 – Following Instructions – IN LIBRARY/CANTEEN/ASSEMBLY
Week 7-10	Lesson 13 - Using Manners



Nuwarra Public School
Positive Behaviour for Learning



Term 1: Weeks 6-7
Teaching Focus:
Following Teacher Instructions

<i>School Values that will be addressed</i>	Be Safe	Show Respect	Always Try
<i>Emphasise the rule</i>	Introduce the rule – Teacher opens lesson by explaining the objective of the lesson which is 'Following Teacher Instructions.' The teacher emphasises the significance of this rule and why it is important.		
<i>Provide positive examples of ways in which students can follow the pre-correction</i>	<ul style="list-style-type: none"> • Teacher engages in class discussion to evaluate prior knowledge. • Teachers can show visuals of class expectations and students to discuss in pairs the importance of following teachers' instructions. • Students can discuss examples of ideal behaviour in class, i.e. putting your hand up, active participation during lessons, responsible behaviour during independent activities, no running etc. • Teachers should discuss the reward/points system in their class and all students should be aware of the extrinsic rewards on offer for positive behaviour. • Reinforce to students that the teachers have a duty of care for all students to keep them safe and happy. 		
<i>Matrix Language to be utilised during the Pre-Correction discussion</i>	<ul style="list-style-type: none"> • Positive behaviour. • Happy faces. • 5Ls. • Active listening. • Safe and responsible behaviour. • Respectful interactions. 		
<i>Show</i>	Teacher demonstrates and models the rule in the stage specific contexts. Role play what happens when class is not following class rules and how it affects learning. Students to reflect on actions and model desired behaviour.		
<i>Explain the Context for the rule to be followed</i>	In the classroom, library, hall, tech hub.		
<i>Feedback</i>	Teachers observe student performance and give positive immediate feedback or redirection.		
<i>Practise</i>	Teachers provide the opportunity (role play) to demonstrate the correct behaviour.		

<i>Re-teach</i>	Further opportunity provided to substantiate student understanding and learning.
<i>Lesson Feedback/ Observation</i>	

<i>Lesson Feedback/ Observation</i>	
Expected student behaviour and routines in classrooms/school grounds/off site are stated positively and defined clearly.	
Expected student behaviour and routines in classrooms/school grounds/off site are taught directly.	
Expected student behaviours are acknowledged regularly (positively reinforced).	
Problem behaviours are defined clearly.	
Problem behaviours receive consistent consequences.	
Transitions between instructional and non-instructional activities are efficient and orderly.	
Additional feedback/comments	



Term 1: Weeks 8-9
Teaching Focus:
Being Respectful

<i>School Values that will be addressed</i>	Be Safe	Show Respect	Always Try
<i>Emphasise the rule</i>	Introduce the rule: Teacher introduces the rule of 'Being Respectful' to both students and adults, including parents. Discuss why it is important for students to be respectful at all times.		
<i>Provide positive examples of ways in which students can follow the pre-correction</i>	<ul style="list-style-type: none"> • Mindmap the different ways we can show respect in the classroom and on the playground. • Do a Y Chart to show what being respectful <i>Looks like, sounds like, feels like</i>. • Discuss what being disrespectful looks like. • Role playing different scenarios that model respectful language/behaviour. This can be done in small groups. • Discuss the consequences for disrespectful behaviour choices - Step Chart or follow the PBL flow chart. <p>Preventative measures:</p> <ul style="list-style-type: none"> • Talking it out with the other student to resolve the issue. • Communicating to students when you don't like something by saying '<i>stop it, I don't like it</i>' • Moving away from a situation before it escalates. • Seek teacher assistance when needed. 		
<i>Matrix Language to be utilised during the Pre-Correction discussion</i>	kindness, tolerance, respect, apology, disrespectful, maturity, listening, manners, please, thank you.		
<i>Show</i>	Teachers demonstrates and model the rule in the stage specific context area.		
<i>Explain the Context for the rule to be followed</i>	Stage areas: K-6– K/2 Cola, K/2 grassed area, Oval, hall, basketball court, Anzac Garden, outdoor playspace, canteen, all classrooms, Library, Tech Hub, LaST room & office.		
<i>Feedback</i>	Teachers observe student performance and give daily positive and specific feedback to students.		

<i>Practise</i>	Teachers give students in the class the opportunity to role play the rule across all relevant stage contexts. Note: This is only to be completed by staff during class time. Staff can complete this step with individual classes.
<i>Re-teach</i>	Reteach daily or as needed.
<i>Lesson Feedback/ Observation</i>	

<i>Lesson Feedback/ Observation</i>	
Expected student behaviour and routines in classrooms/school grounds/off site are stated positively and defined clearly.	
Expected student behaviour and routines in classrooms/school grounds/off site are taught directly.	
Expected student behaviours are acknowledged regularly (positively reinforced).	
Problem behaviours are defined clearly.	
Problem behaviours receive consistent consequences.	
Transitions between instructional and non-instructional activities are efficient and orderly.	
Additional feedback/comments	



Nuwarra Public School
Positive Behaviour for Learning



Term 1: Weeks 10-11

Teaching Focus:
Let it Go / Walk Away - In Class

<i>School Values that will be addressed</i>	Be Safe	Show Respect	Always Try
<i>Emphasis the rule</i>	Introduce the rule: Teacher introduces the concept of 'Let it Go / Walk Away' and why it is important to know when to walk away.		
<i>Provide positive examples of ways in which students can follow the pre-correction</i>	<ul style="list-style-type: none"> Discuss what letting it go/walk away looks like, sounds like and feels like & co-construct an anchor chart. Role play - let it go and walk away to different situations. What to do and where to go when you walk away. Discuss what 'let it go' means. Link to the NO, GO, TELL concept. 		
<i>Matrix Language to be utilised during the Pre-Correction discussion</i>	Stop, no, go, tell, walk away, let it go, I need some space, please leave me alone, I need a break,		
<i>Show</i>	Teacher demonstrates how to let it go/walk away.		
<i>Explain the Context for the rule to be followed</i>	Learning self-discipline and respect. Resilience.		
<i>Feedback</i>	Teachers observe student performance and give daily positive, specific feedback to students.		
<i>Practise</i>	Teachers give students in the class the opportunity to role play the rule across all relevant stage contexts. Note: This is only to be completed by staff during class time. Staff can complete this step with individual classes.		
<i>Re-teach</i>	Re-teach during the course of the 3 weeks to enhance students understanding of the pre- correction.		
<i>Lesson Feedback/ Observation</i>			

Lesson Feedback/ Observation

Expected student behaviour and routines in classrooms/school

grounds/off site are stated positively and defined clearly.	
Expected student behaviour and routines in classrooms/school grounds/off site are taught directly.	
Expected student behaviours are acknowledged regularly (positively reinforced).	
Problem behaviours are defined clearly.	
Problem behaviours receive consistent consequences.	
Transitions between instructional and non-instructional activities are efficient and orderly.	
Additional feedback/comments	



Term 2: Weeks 1-3

Teaching Focus:

Keep your Hands / Feet to Yourself – In Class

<i>School Values that will be addressed</i>	Be Safe	Show Respect	Always Try
<i>Emphasis the rule</i>	<p>Introduce the rule: Teacher introduces the rule of ‘Keeping Hands / Feet To Yourself’ and why it is important for students to be safe and respectful during class by maintaining their own personal space and being respectful of others’ personal space.</p>		
<i>Provide positive examples of ways in which students can follow the pre-correction</i>	<ul style="list-style-type: none"> • Discuss what ‘keeping your hands and feet to yourself’ looks like/sounds like/feels like & co-construct an anchor chart. E.g.: How to maintain a personal space bubble at all times. • Discuss the importance of cooperation and tolerance when working with others in class and what to do if someone annoys you. Brainstorm other alternatives than using your body. • Practise maintaining a personal space bubble by playing self-control games that reinforce self-regulation such as ‘Freeze’, ‘Red Light/Green Light’, ‘Simon Says’, ‘Balloon Tap’. • Communicate to students when are appropriate times to touch. E.g. Adminstrating hand sanitizer/passing classroom equipment or offering comfort to a friend/peer. 		
<i>Matrix Language to be utilised during the Pre-Correction discussion</i>	<p>Personal space/bubble, safety, respect, resilience, cooperation, caring, kindness, inclusion, conflict, social, resolution, understanding, tolerance, patience, apology, compromise, goal, friendship, peace, solution, respect.</p>		
<i>Show</i>	<p>Teacher presents visuals. (What a good one looks like – WAGOLL) Take a picture of own class playing/interacting safely and respectfully, without touching, during class and use/refer to it as an example.</p>		
<i>Explain the Context for the rule to be followed</i>	<p>Stage areas: Classroom – own classroom, Tech Hub, Library, Hall</p>		

<i>Feedback</i>	Teachers observe student performance and give daily positive, specific feedback to students.
<i>Practise</i>	Teachers give students in the class the opportunity to role play the rule across all relevant stage contexts. Note: This is only to be completed by staff during class time. Staff can complete this step with individual classes.
<i>Re-teach</i>	Re-teach during the course of the 3 weeks to enhance students understanding of the pre- correction.
<i>Lesson Feedback/ Observation</i>	

<i>Lesson Feedback/ Observation</i>	
Expected student behaviour and routines in classrooms/school grounds/off site are stated positively and defined clearly.	
Expected student behaviour and routines in classrooms/school grounds/off site are taught directly.	
Expected student behaviours are acknowledged regularly (positively reinforced).	
Problem behaviours are defined clearly.	
Problem behaviours receive consistent consequences.	
Transitions between instructional and non-instructional activities are efficient and orderly.	
Additional feedback/comments	



Nuwarra Public School
Positive Behaviour for Learning



Term 2: Weeks 4-6

Teaching Focus:

Following Instructions on the Playground

<i>School Values that will be addressed</i>	Be Safe	Show Respect	Always Try
<i>Emphasise the rule</i>	Introduce the rule: Teacher introduces the rule of 'Following Instructions on the Playground' and why it is important for students to listen to all teachers and safely follow instructions.		
<i>Provide positive examples of ways in which students can follow the pre-correction</i>	<ul style="list-style-type: none"> • Discuss with students using the vocabulary of what it would 'look, sound and feel' like when students are following instructions on the playground. • Students are able to explain the school expectations and why we need to follow them on the playground. • Reinforce that teachers are ensuring student safety when giving instructions. • Students recognise when someone/something is unsafe and walk away. • All students feel comfortable approaching teachers and SLSOs. 		
<i>Matrix Language to be utilised during the Preventative discussion</i>	Safety, listening, following instructions, Responsibility, Respect		
<i>Show</i>	Teacher explicitly discusses the expectations on the playground. Role play scenarios that allow students to identify the positive behaviours within the scenario and discuss next steps.		
<i>Explain the Context for the rule to be followed</i>	K-2 Cola K-2 Oval Quiet Area Canteen 3-6 Cola 3-6 Oval ANZAC Garden Basketball Courts Playspace		
<i>Feedback</i>	Teacher reinforces positive behaviours of students who follow instructions on the playground. Verbal praise and ninja stars are provided for students who are seen making the right choices. Teacher discusses with students who are not displaying the correct behaviour why we need to follow the school rules.		

<i>Practise</i>	Teacher allows students the opportunity to discuss and role play scenarios to develop their understanding of the rule.
<i>Re-teach</i>	Revise when required, daily if necessary.
<i>Lesson Feedback/ Observation</i>	

<i>Lesson Feedback/ Observation</i>	
Expected student behaviour and routines in classrooms/school grounds/off site are stated positively and defined clearly.	
Expected student behaviour and routines in classrooms/school grounds/off site are taught directly.	
Expected student behaviours are acknowledged regularly (positively reinforced).	
Problem behaviours are defined clearly.	
Problem behaviours receive consistent consequences.	
Transitions between instructional and non-instructional activities are efficient and orderly.	
Additional feedback/comments	



Nuwarra Public School
Positive Behaviour for Learning



Term 2: Weeks 7-10

Teaching Focus:

Let it Go / Walk Away - On the Playground

<i>School Values that will be addressed</i>	Be Safe	Show Respect	Always Try
<i>Emphasis the rule</i>	<p>Introduce the rule:</p> <p>Teacher introduces the rule of 'let it go and walk away' and why it is important for students to build resilience and walk away from confrontation.</p>		
<i>Provide positive examples of ways in which students can follow the pre-correction</i>	<ul style="list-style-type: none"> Make students aware that they are in control of their own actions only This helps to maintain their own safety as well as others on the playground It builds resilience by being able to ignore behaviour Show examples of scenarios where it would be beneficial for students to walk away from the situation Reinforce that students also have a role to keep each other safe 		
<i>Matrix Language to be utilised during the Pre-Correction discussion</i>	<p>Key Words:</p> <p>Positive Relationships, Resilience, Ignore, Rise Above, Positive Interactions, Responsibilities.</p>		
<i>Show</i>	<p>Teacher demonstrates and models the rule in the stage specific context area (<i>see below</i>).</p> <ul style="list-style-type: none"> Role play a scenario where a disagreement happens between students and how to appropriately react Role play a situation where a student is injured during play Role play an emotional situation where someone has said something unkind - what do you do next? Role play a situation where a teacher gives an instruction in the playground and possible responses. 		
<i>Explain the Context for the rule to be followed</i>	<p>Stage areas:</p> <p>Kindergarten – Kinder cola, Kinder oval, Canteen</p> <p>Stage 1 – Kinder Cola, Kinder Oval, Canteen</p> <p>Stage 2 – 3-6 Cola, Oval, Basketball Court, Anzac Garden, Playspace, Canteen</p> <p>Stage 3 – 3-6 Cola, Oval, Basketball Court, Anzac Garden, Playspace, Canteen.</p>		

<i>Feedback</i>	Teacher to provide feedback each day to students on what went well and what they can continue to improve upon using stage based observations and white slip data.
<i>Practise</i>	Teacher to provide feedback each day to students on what went well and what they can continue to improve upon using stage based observations or white slip data.
<i>Re-teach</i>	Re-teach during the course of the week to enhance student's understanding of the pre-correction.
<i>Lesson Feedback/ Observation</i>	

<i>Lesson Feedback/ Observation</i>	
Expected student behaviour and routines in classrooms/school grounds/off site are stated positively and defined clearly.	
Expected student behaviour and routines in classrooms/school grounds/off site are taught directly.	
Expected student behaviours are acknowledged regularly (positively reinforced).	
Problem behaviours are defined clearly.	
Problem behaviours receive consistent consequences.	
Transitions between instructional and non-instructional activities are efficient and orderly.	
Additional feedback/comments	



Term 3: Weeks 1-3

Teaching Focus:

Lining Up

<i>School Values that will be addressed</i>	Be Safe	Show Respect	Always Try
<i>Emphasis the rule</i>	Introduce the rule: Teacher introduces the rule of ‘Lining Up Properly” and why it is important for students to line up safely and respectfully on school grounds and when representing the school.		
<i>Provide positive examples of ways in which students can follow the pre-correction</i>	<ul style="list-style-type: none"> • Brainstorm vocabulary for lining up form a line, form a queue, stand in line, place in a line, arrange so as to be parallel or straight. • Discuss what lining up safely and respectfully and what it looks/sounds/feels like and construct an anchor chart. • When lining children up, ask them to creep as quietly as they can (one member from each table). They all remain extremely quiet in order to catch the other children out. It is a very good way of lining the children up quietly (and they love playing it!). • Countdown to 10 - line up correctly and quietly. 		
<i>Matrix Language to be utilised during the Pre-Correction discussion</i>	Safety, resilience, cooperation, organisation, caring kindness, inclusion, conflict, social, resolution, understanding, tolerance, apology, compromise, goal, friendship, peace, solution, respect.		
<i>Show</i>	<ul style="list-style-type: none"> • Use visuals of ‘What correct lining up looks like?’ and discuss. • Use visuals of ‘What chaos lining up looks like?’ Discuss 		
<i>Explain the Context for the rule to be followed</i>	Stage areas: Kindergarten - K/2 Cola, K/2 Field, Canteen, Excursions, Incursions, Library, Tech Hub, Outside Scripture Room. Stage 1, 2 and 3 - Cola, Anzac Garden, Hall, Oval, Canteen, Stairs, Basketball Court, PSSA, Excursions, Library, Tech Hub, Outside Scripture Room.		
<i>Feedback</i>	Teachers observe student performance and give daily positive, specific feedback to students. Reward with class and whole school reward systems.		
<i>Practise</i>	Teachers take class out during the day (time permitting) to give students the opportunity to practise the rule across all relevant stage contexts.		
<i>Re-teach</i>	Re-teach during the course of the 3 weeks to enhance students understanding of the pre-correction.		

<i>Lesson Feedback/ Observation</i>	
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<i>Lesson Feedback/ Observation</i>

Expected student behaviour and routines in classrooms/school grounds/off site are stated positively and defined clearly.	
Expected student behaviour and routines in classrooms/school grounds/off site are taught directly.	
Expected student behaviours are acknowledged regularly (positively reinforced).	
Problem behaviours are defined clearly.	
Problem behaviours receive consistent consequences.	
Transitions between instructional and non-instructional activities are efficient and orderly.	
Additional feedback/comments	



Term 3: Weeks 4-6

Teaching Focus:

Keep your Hands / Feet to Yourself on the Playground

<i>School Values that will be addressed</i>	Be Safe	Show Respect	Always Try
<i>Emphasise the rule</i>	Introduce the rule: Teacher introduces the rule of 'Keeping your Hands and Feet to Yourself on the Playground' and why it is important for students		
<i>Provide positive examples of ways in which students can follow the pre-correction</i>	<ul style="list-style-type: none"> • Explain to students what 'keeping your hands and feet to yourself/safe play' looks like and have students model this in the classroom and on the playground. • Students sit in a circle. Discuss personal space and its importance. Place two hula-hoops in the middle of the circle and select two students to stand in them. Model to students what is an appropriate distance. Show them what an inappropriate distance looks like – <i>how does that make each person feel?</i> • Discuss with students that using their words rather than being physical with other students is the way we behave at school. Engage students in a role play modelling appropriate use of words rather than physical behaviour. <p>These are behaviours that students should follow when they are at school:</p> <ul style="list-style-type: none"> • Ignoring other students if they are displaying inappropriate behaviour. • Keeping a safe distance between themselves and others (when sitting on the floor and in the playground etc.) • Move away from a student who is not being safe. • No! Go! Tell! • Communicate to other students if they are displaying inappropriate behaviour and move away if needed. 		
<i>Matrix Language to be utilised during the Pre-Correction discussion</i>	Personal space, safely, movement, patience, words, safe.		
<i>Show</i>	Teacher demonstrates and models the rule in the stage specific context area (see below).		
<i>Explain the Context for the rule to be followed</i>	<ul style="list-style-type: none"> • sitting safely on the floor • lining up safely • use of words • sharing nicely 		

<i>Feedback</i>	Teachers observe student performance and give daily positive, specific feedback to students. Reward with class and whole school reward systems.
<i>Practise</i>	Teachers give students in the class the opportunity to role play the rule. Teachers to model appropriate and safe play. Note: This is only to be completed by staff during class time. Staff can complete this step with individual classes.
<i>Re-teach</i>	Re-teach during the course of the 3 weeks to enhance students understanding of the pre- correction. Revise when needed.
<i>Lesson Feedback/ Observation</i>	

<i>Lesson Feedback/ Observation</i>	
Expected student behaviour and routines in classrooms/school grounds/off site are stated positively and defined clearly.	
Expected student behaviour and routines in classrooms/school grounds/off site are taught directly.	
Expected student behaviours are acknowledged regularly (positively reinforced).	
Problem behaviours are defined clearly.	
Problem behaviours receive consistent consequences.	
Transitions between instructional and non-instructional activities are efficient and orderly.	
Additional feedback/comments	



Nuwarra Public School
Positive Behaviour for Learning



Term 3: Week 7-10
Teaching Focus:
Being Safe in the Classroom

<i>School Values that will be addressed</i>	Be Safe	Show Respect	Always Try
<i>Emphasise the rule</i>	Introduce the rule: Teacher introduces the rule of 'Being Safe in the Classroom' and why it is important to be safe when in our learning spaces.		
<i>Provide positive examples of ways in which students can follow the pre-correction</i>	<ul style="list-style-type: none"> Hands and feet to yourself Walking sensibly in the classroom Sitting on your chair with both feet on the ground Tucking in your chair Asking for teacher's permission to leave the classroom Being aware of students around you 		
<i>Matrix Language to be utilised during the Pre-Correction discussion</i>	Safe, Safety, Sensible, responsible, appropriate, walking safely, safely, respectful, permission		
<i>Show</i>	Have students to demonstrate how to safely complete these actions: <ul style="list-style-type: none"> Walking around the room Tucking in chair Sitting on the chair Sitting on the floor Asking for permission to leave the classroom 		
<i>Explain the Context for the rule to be followed</i>	All the time when in the classroom/s, tech hub, library, office and hall.		
<i>Feedback</i>	Teachers observe student performance and give daily positive, specific feedback to students. Reward with class and whole school reward systems.		
<i>Practise</i>	<ul style="list-style-type: none"> Discussion on how to act safely and responsibly in the classroom. (feels like, looks like, sounds like chart) Students, in pairs, create safe and unsafe situations that could take place in the classroom. Come together as a class and discuss which ones are safe and which are not. For situations that are not safe, discuss ways we could change the actions to make it safe. 		
<i>Re-teach</i>	Re-teach through a 10-minute lesson each morning to re-emphasise the rule.		
<i>Lesson Feedback/ Observation</i>			

Lesson Feedback/ Observation

Expected student behaviour and routines in classrooms/school grounds/off site are stated positively and defined clearly.

Expected student behaviour and routines in classrooms/school grounds/off site are taught directly.

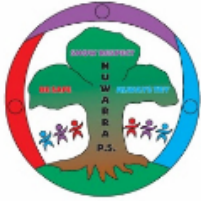
Expected student behaviours are acknowledged regularly (positively reinforced).

Problem behaviours are defined clearly.

Problem behaviours receive consistent consequences.

Transitions between instructional and non-instructional activities are efficient and orderly.

Additional feedback/comments



Nuwarra Public School
Positive Behaviour for Learning



Term 4: Weeks 1-3
Teaching Focus:
Being Safe on the Playground

<i>School Values that will be addressed</i>	Be Safe	Show Respect	Always Try
<i>Emphasis the rule</i>	<p>Introduce the rule: Teacher introduces the rule of 'Being safe on the Playground' and why it is important for students to line up safely and respectfully on school grounds and when representing the school. Vocabulary: Play, safe, being careful, courtesy, respect, rules</p>		
<i>Provide positive examples of ways in which students can follow the pre-correction</i>	<ul style="list-style-type: none"> • Use only school equipment on the playground. Brainstorm school equipment that can be used (basketball, handballs) and things that cannot be used (sticks, rocks). Discuss why sticks and rocks should not be used in the playground. • Walk carefully and don't run. Discuss safety aspects of walking. Role play a student walking and another student running into them when they were not looking. • Listen to and respect the supervising teacher. Follow their directions the first time they are given. Discuss the importance of why we need to listen to the teacher e.g. Safety, respect and teacher responsibility. • Play in the designated areas. Teachers show students a map of the school and discuss all these areas. Teacher and students walk around the school looking at all the designated areas. 		
<i>Matrix Language to be utilised during the Pre-Correction discussion</i>	<p>Safety, resilience, cooperation, organisation, caring, kindness, inclusion, conflict, social, resolution, understanding, tolerance, apology, compromise, goal, friendship, peace, solution, respect, rules.</p>		
<i>Show</i>	<p>Teach playground safety:</p> <ul style="list-style-type: none"> • Always check to make sure no other students are in the way if they're going to jump off equipment or slide, and land on both feet with their knees slightly bent. 		
<i>Explain the Context for the rule to be followed</i>	<p>Stage areas: Kindergarten - K/2 Cola, K/2 Field. Stage 1, 2 and 3 - Cola, Anzac Garden, Oval, Basketball Court, PSSA, Ninja Playground.</p>		

<i>Feedback</i>	Teachers observe student performance and give daily positive, specific feedback to students. Reward with class and whole school reward systems.
<i>Practise</i>	Teachers take class out during the day (time permitting) to give students the opportunity to practise the rule across all relevant stage contexts.
<i>Re-teach</i>	Re-teach during the course of the 3 weeks to enhance students understanding of the pre-correction.
<i>Lesson Feedback/ Observation</i>	

<i>Lesson Feedback/ Observation</i>	
Expected student behaviour and routines in classrooms/school grounds/off site are stated positively and defined clearly.	
Expected student behaviour and routines in classrooms/school grounds/off site are taught directly.	
Expected student behaviours are acknowledged regularly (positively reinforced).	
Problem behaviours are defined clearly.	
Problem behaviours receive consistent consequences.	
Transitions between instructional and non-instructional activities are efficient and orderly.	
Additional feedback/comments	



Term 4: Weeks 4-6

Teaching Focus:

Following Instructions in Library / Canteen / Assembly

<i>School Values that will be addressed</i>	Be Safe	Show Respect	Always Try
<i>Emphasis the rule</i>	Introduce the rule: Teacher introduces the rule of 'Following Instructions in the Library, Canteen and during Assembly' and why it is important to follow instructions at all times.		
<i>Provide positive examples of ways in which students can follow the pre-correction</i>	<ul style="list-style-type: none"> • Ensure you are walking to and from areas safely • Move quietly and sensibly • Keep hands and legs to yourself • Be mindful of personal space and boundaries • Following 5L's when sitting in library/assembly • Use manners and positive language (e.g. 'thank you', 'please') • Discuss using manners and positive language, what they sound like and what it would feel like 		
<i>Matrix Language to be utilised during the Pre-Correction discussion</i>	Please, thank you, you're welcome, Can I, May I,		
<i>Show</i>	Teacher models and demonstrates the rule in stage specific context area (see below).		
<i>Explain the Context for the rule to be followed</i>	Following the school values Be Safe and Show Respect		
<i>Feedback</i>	Teachers observe student performance and give daily positive, specific feedback to students. Reward with class and whole school reward systems.		
<i>Practise</i>	Teachers give students in the class the opportunity to role play the rule across all relevant stage contexts. Note: This is only to be completed by staff during class time. Staff can complete this step with individual classes.		
<i>Re-teach</i>	Re-teach during the course of the 3 weeks to enhance students understanding of the pre- correction.		
<i>Lesson Feedback/ Observation</i>			

Expected student behaviour and routines in classrooms/school grounds/off site are stated positively and defined clearly.	
Expected student behaviour and routines in classrooms/school grounds/off site are taught directly.	
Expected student behaviours are acknowledged regularly (positively reinforced).	
Problem behaviours are defined clearly.	
Problem behaviours receive consistent consequences.	
Transitions between instructional and non-instructional activities are efficient and orderly.	
Additional feedback/comments	



Nuwarra Public School

Positive Behaviour for Learning



Term 4: Weeks 7-10

Teaching Focus: Using Manners

<i>School expectations that will be addressed</i>	Be Safe	Show Respect	Always Try
<i>Emphasis the rule</i>	Introduce the rule: Teacher introduces the rule of 'Using Manners' and why it is important to respect others by using good manners at all times.		
<i>Provide positive examples of ways in which students can follow the pre-correction</i>	<ul style="list-style-type: none"> Discuss 'what good manners looks like/sounds/feels like & co-construct an anchor chart. Discuss what good manners are and brainstorm examples of vocabulary Role play – greeting and responding to others or answering questions Define phrases used for good manners e.g. excuse me, please, your welcome, thank you, pardon me Role play – how to approach others respectfully (both teachers and students) in multiple situations e.g. interrupting a conversation, interrupting a lesson, entering a room Being considerate of others needs 		
<i>Matrix Language to be utilised during the Pre-Correction discussion</i>	Excuse me, no thank you, please, thank you, you're welcome, pardon me, yes please, I'm sorry, may I, Can I please		
<i>Show</i>	Teacher demonstrates and models the rule in the stage specific context area. <i>(See below)</i>		
<i>Explain the Context for the rule to be followed</i>	Stage areas: Kindergarten – K/2 Cola, K/2 field, Canteen, Classrooms & Office. Stage 1, 2 & 3 – Cola, Anzac Garden, Hall, Oval, Canteen, Stairs, Basketball court, Office & Classrooms		
<i>Feedback</i>	Teachers observe student performance and give daily positive, specific feedback to students. Reward with class and whole school reward systems.		
<i>Practise</i>	Teachers give students in the class the opportunity to role play the rule across all relevant stage contexts. Note: This is only to be completed by staff during class time. Staff can complete this step with individual classes.		

<i>Re-teach</i>	Re-teach during the course of the 3 weeks to enhance students understanding of the pre-correction.
<i>Lesson Feedback/Observations</i>	

