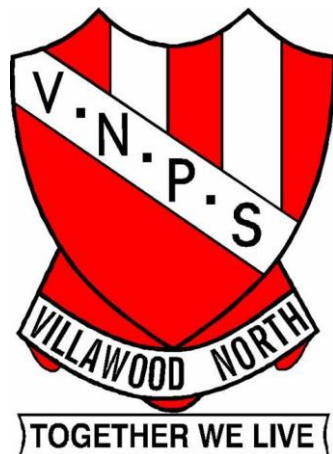
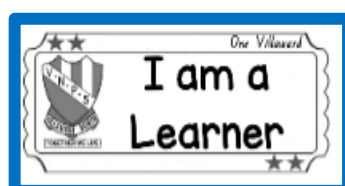


Villawood North Public School



Positive Behaviour for Learning Handbook





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Vision Statement

We are committed to ensuring that there is a strategic and planned approach in order to excel in whole school wellbeing and engagement processes that support all students so they can connect, succeed, thrive and learn (Department of Education Wellbeing Framework for Schools, 2015).

At Villawood North Public School, we are dedicated to the development of independent, confident and successful learners within a nurturing, quality learning environment. We work together as a whole school community to prepare and inspire all students to contribute to an ever changing world.

School Rules

I am Safe

I am Respectful

I am a Learner



Rationale

Every student is known, valued and cared for at Villawood North Public School.

We aim to prepare students for rewarding lives as engaged citizens in a complex and dynamic society through achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health and safety. We consider the student as a whole person combining feeling good and functioning well by building positive relationships and connectedness to others.

Positive Behaviour for Learning delivers a positive and consistent approach to student behaviour across the school community promoting prosocial behaviour and empathy for others.

Students learn most effectively in a safe and consistent environment where; they are supported, behavioural expectations are taught and rewards are provided for positive behaviours. Positive Behaviour for Learning (PBL) facilitates and supports the development of appropriate, responsible attitudes and behaviour in students. It encourages self-regulation, self-discipline and achievement, all of which are fundamental in becoming successful citizens. Our school community believe that teaching positive behaviours empowers students in building social and emotional skills with confidence to develop and maintain relationships and engage in prosocial behaviours for life.

Positive Behaviour for Learning Overview

In ensuring that Villawood North Public School is a safe, welcoming, positive and purposeful learning environment, our school community is committed to the Positive Behaviour for Learning (PBL) Framework.

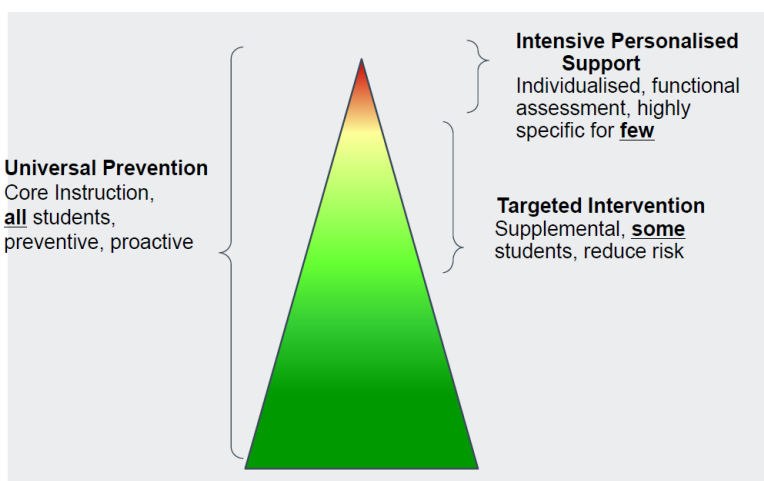
PBL is supported by the Department of Education. It promotes and maximises student academic achievement and behavioural competence. It is a school-wide system which ensures that students develop important social and behavioural skills which positively impacts ongoing community wellbeing.

Tier 1-Universal Interventions focus on core teaching of positive behaviours with ALL students. Teaching positive behaviours is a powerful and proactive approach in the

prevention of problematic behaviours. Approximately 80-90% of students will respond positively most of the time to universal strategies.

Tier 2-Targeted Interventions offer students, who may be at risk of developing problematic behaviours, opportunities to receive additional, supplementary behavioural support strategies. Approximately 5-10% of students require Tier 2 strategies.

Tier 3-Intensive Interventions are for individual students who require a high level of behavioural support and strategies in order to maintain appropriate social behaviour. Approximately 1-5% of students will require intensive interventions in order to develop and maintain important social behaviours.



1-5%	<u>Tier 3 – Intensive Interventions</u> <ul style="list-style-type: none"> • Individual Students • Assessment – based • High Intensity
5-10%	<u>Tier 2 - Targeted Interventions</u> <ul style="list-style-type: none"> • Some students (at risk) • Supplemental • Reduce Risk
80-90%	<u>Tier 1 – Universal Prevention</u> <ul style="list-style-type: none"> • School-wide • Core instruction for all students • Preventative • Proactive

Positive Behaviour for Learning

- Focuses on maintaining a consistently positive school environment that supports long term and effective well-being practices and fair discipline.
- Provides a set of positive expectations for our school community.
- Supports staff and the wider community in consistently teaching and responding to student behaviour and social and emotional learning (SEL).
- Provides a system where appropriate behaviour is taught and recognised and problematic behaviours have clear and consistent consequences.
- Is underpinned by The Wellbeing Framework (DoE) and supports our school Discipline Guidelines and Learning Support Team Guidelines and Practices in ensuring that all students are empowered to develop and strengthen their wellbeing through positive relationships and connectedness through teaching prosocial behaviour.
- Supports building a school climate and culture where staff, students and parents work together with a common understanding and goals.



Staff PBL Responsibilities

- Know the school rules.
- Teach behaviour expectations contained within the Behaviour Matrix with integrity.
- Engage with PBL initiatives and procedures which provide incentives to ensure that positive behaviour is encouraged, recognised and rewarded.
- Engage with PBL initiatives and procedures which relate to managing and recording negative playground incidents.
- Follow the behaviour consequence flowchart.
- Actively participate in the decision making processes involving student, classroom and school-wide data.
- Model expected behaviours at all times.
- Work within and across Stage Teams, participate in Learning and Support Team processes when necessary to address individual student behaviour need.
- Keep the Leadership Team and Learning Support Team informed of students with frequent or perpetual behaviour issues.

Student PBL Responsibilities

- Know the school rules.
- Treat others with understanding, respect, courtesy, honesty and trust.
- Respect the property of others and report any acts of damage to property.
- Help to ensure that school is a safe place by acting against and reporting bullying.
- Interact with others, including parents and the community, in a positive manner.
- Uphold the school expectations of being a safe, respectful learner.

Community PBL Responsibilities

- Know the school rules.
- Work with the school to participate in their child's education.
- Model expected behaviours at all times.
- Encourage their child to achieve their best at school.
- Support the school by participating in meetings addressing social or behavioural issues involving their child.



PBL Student Mentoring & Leadership Initiatives

Our PBL Framework recognises that in order for students to connect, succeed and thrive, authentic opportunities must be provided for students to:

- support and collaborate with each other, modelling how we learn from challenges and complexities.
- acknowledge and understand diversity within the school community.
- experience responsibility and obligations in order to feel empowered.
- build mutually trusting and respectful relationships.
- incorporate their views and perspectives throughout the different stages of development.

Opportunities for Stages 2 and 3 Students

PBL Peers-Is a playground initiative which aims to strengthen student wellbeing and positive behaviour development through providing opportunities to;

- develop peer mediation skills which provide opportunities for student mediation of low-level issues. NB These mediation processes will be supported by relevant staff.
- participate in student led/staff supported universal playground interventions targeting the development of student problem solving and decision-making skills.
- model and mentor appropriate social skill development such as turn-taking, following the rules of a game, active listening and responding to minor peer conflict.
- model and mentor resilience and coping skills which positively impact the wellbeing of students and staff.



BEHAVIOUR EXPECTATION MATRIX

<i>I am</i>	All settings	Toilets/Canteen	Playground	Assemblies
Safe	<ul style="list-style-type: none"> ● Keep hands & feet to ourselves. ● Ask permission before you leave. ● Report problems to teacher. ● Move about the school safely. 	<ul style="list-style-type: none"> ● Wash hands & be sensible with the water. ● One child per cubicle. ● Walk in these areas. ● Line up the canteen. 	<ul style="list-style-type: none"> ● Wood chips, sticks & stones stay on the ground. ● Seats are for sitting. ● Use equipment safely. ● Wear a hat. 	<ul style="list-style-type: none"> ● Enter & exit sensibly and quietly.
Respectful	<ul style="list-style-type: none"> ● Listen to others. ● Be kind to others ● Use a kind words. ● Ask permission before taking equipment. ● Knock, wait then enter. 	<ul style="list-style-type: none"> ● Respect the privacy of others. ● Keep the area clean. ● Look after school property. ● Wait your turn. 	<ul style="list-style-type: none"> ● Put rubbish in the bin. ● Line up when the bell goes. ● Move safely. ● Play by the rules of all games. ● Share school equipment. ● Use kind words. 	<ul style="list-style-type: none"> ● Listen to and follow instructions. ● Clap appropriately.
A Learner	<ul style="list-style-type: none"> ● Be an active participant. ● Always give your best effort. ● Be responsible for your actions. ● Be cooperative. 	<ul style="list-style-type: none"> ● Return to class quickly 	<ul style="list-style-type: none"> ● Be a problem solver. ● Learn new games and their rules. ● Follow school rules. ● Play to have fun. 	<ul style="list-style-type: none"> ● Listen to and follow instructions

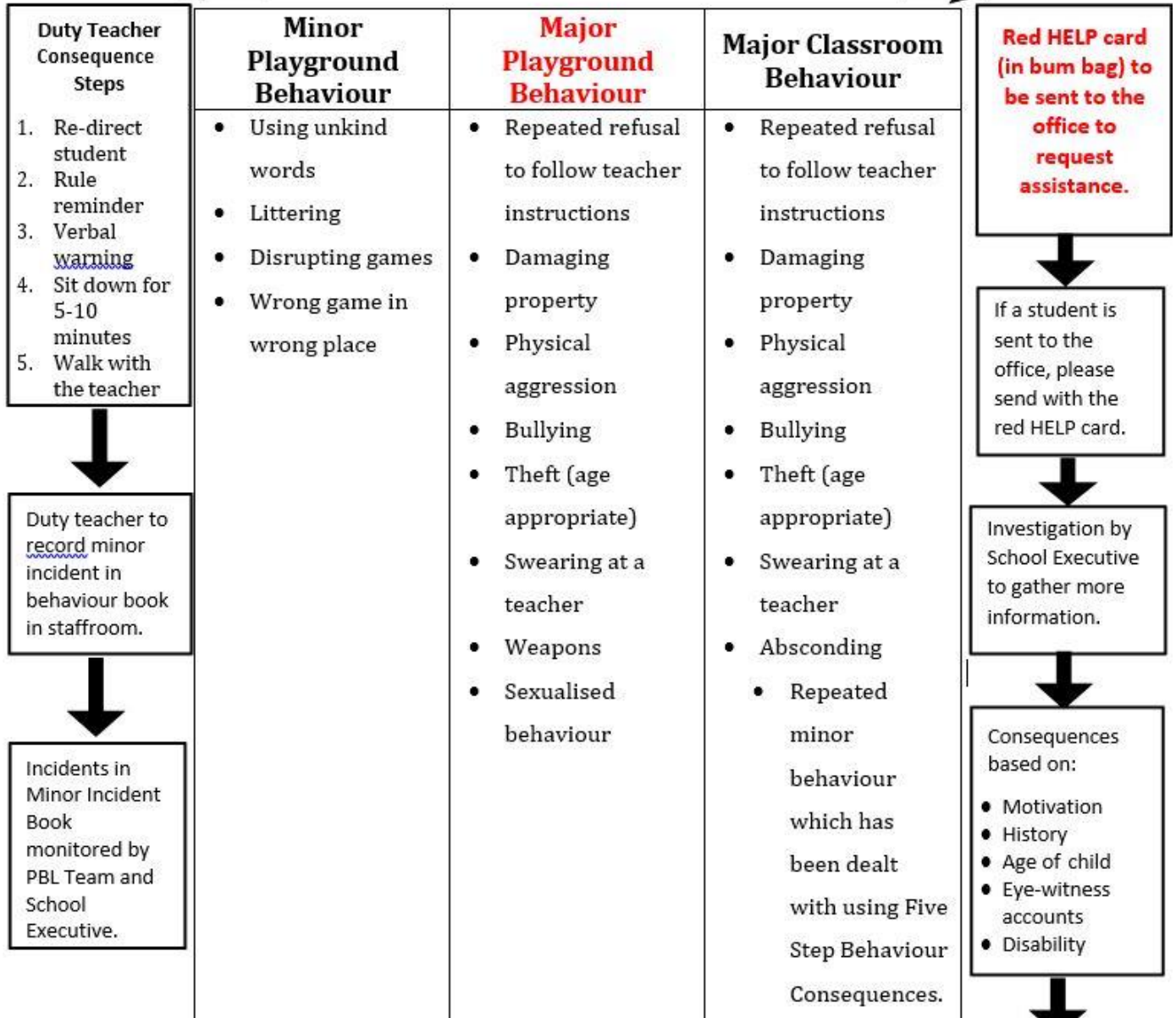


BEHAVIOUR AND CONSEQUENCE FLOW CHART

Minor – Teacher Managed

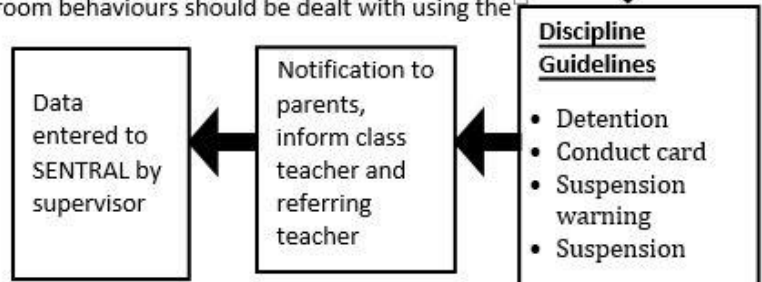
Major – Executive Managed

Is the behaviour minor or major?



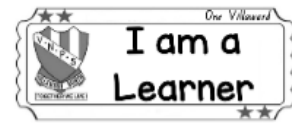
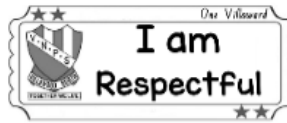
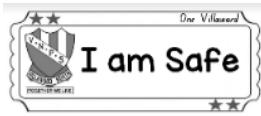
In line with our School Discipline Guidelines, minor classroom behaviours should be dealt with using the **Five Steps Behaviour Consequences.**

1. Verbal warning and redirection of students
2. Name on the board
3. Five minutes in-class time-out
4. Go to another class with an exit slip
5. Go to the office





Villawood North Student Recognition and Reward Systems



Villawards

- High frequency reward tokens which are awarded to students for demonstrating behaviour appropriate to the school rules.
- All learning environments, including the Administration Office, are equipped with Villawood tokens.
- Staff playground bum-bags contain Villawards which are handed to students whilst at play.
- Each Villaward has a value of 1 point. They are colour-coded according to the rule being followed.

Villawards Rewards Shop

- Students can trade their Villawards for tangible rewards at the Villawood shop.
- Prizes have differing trading values.
- The Student Representative Council members and student leaders assist with the shop during one lunch time per week.



Golden Tickets

- Golden Ticket nomination forms are discussed and completed by staff at Stage Meetings. Student names are forwarded to the PBL Leader one week prior to our whole school assemblies each term.
- Golden Tickets have a trading value of 25 points at the Villawood Shop.
- Whole staff vote for the one Golden Ticket recipient per stage.
- Golden Tickets and the related gold student certificate are presented during our whole school assemblies. Parent invitations are sent home which encourage families to attend the assembly to see their child receive their Golden Ticket.
- The names of the Golden Ticket winners are published in our school Newsletter.
- A display of Golden Ticket winners are compiled in the front foyer as the year progresses. Display includes photo and the reason for nomination.

Additional Student Achievement Postcards

Every teacher is supplied with Student Achievement Postcards. Two students per class, every week are selected by the teacher to receive a postcard. Examples of achievements could be: improved focus in reading, sustained concentration in class, consistently following the school rules, awesome manners etc. It is the responsibility of teachers to complete the two postcards each week, address the postcards to the student's home address and take it to the office for postage by Friday recess time. Parent details and home address details should be taken from SENTRAL rolls. Teachers must then sign and date the Postcard Recording Book each week.



Frequently Asked PBL Questions

How do students earn Villawards? Students receive Villawards for demonstrating positive behaviour and displaying good social skills relating to our 3 school rules.

Where do students trade their Villawards for higher value prizes?

Students can trade their Villawards for prizes or activity passes from the Villaward Shop which is open one lunch time per week.

Can parents/carers watch students receive an award? The parents or carers of the Golden Ticket winners receive a personal invitation to our whole school assemblies when the awards are presented.

Who keeps a record of student awards? It is the responsibility of the student to collect and maintain their Villawards.

Each class teacher has a folder containing plastic sleeves used to store Villawards. When an appropriate number of Villawards are earned, the student can redeem them for a prize from the Villaward shop.

Therefore, it is extremely important that Villawards are kept safe as they cannot be replaced if they become lost.

What are the values required to trade for a prize? Villawards can be traded in when 1, 5, 10, 15, 20 or 25 tokens are earned.

Can students keep award certificates after they have been traded?

Villaward tokens cannot be kept after they are traded in. Golden Tickets CAN be kept by the student.

Can students use awards from previous years to count towards higher levels of achievement?

No, each year is a fresh beginning.

How many awards should I be handing out as a teacher? You should aim to hand out approximately 10 Villawards per week. This may occur in your classroom or whilst on playground duty.