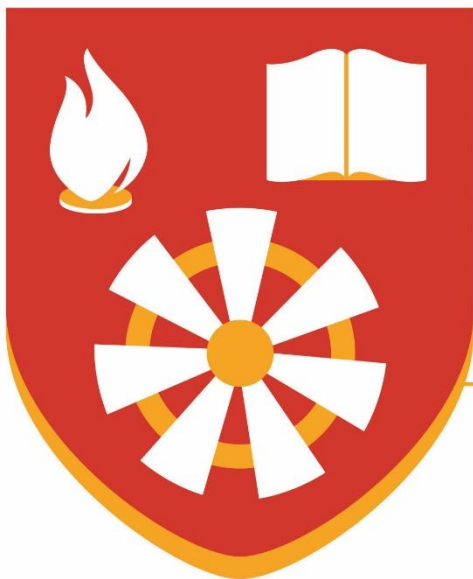


SWPBE at Ross Park

2024

**Positive Behaviour and
Engagement for Greater Success!**



**ROSS PARK
PRIMARY SCHOOL**

Learning-Knowledge-Life

Acknowledgement of Country



ACKNOWLEDGEMENT OF COUNTRY

We acknowledge Aboriginal and Torres Strait Islander people as the Traditional Custodians of this country throughout Australia, and their connection to land, sea, spirit and community.

We acknowledge and pay our respect to ancestors, elders and Aboriginal communities of the Northern Territory and recognise they are the custodians of the land on which we live, work and learn.



Our Mission

Our mission is to enable all learners to access differentiated and cohesive learning programs. Our educators will deliver a high-quality, engaging, and equitable curriculum that is sequenced and locally relevant. We value and plan for general capabilities and cross-curriculum priorities across the school. High expectations and ongoing professional development will ensure the consistent implementation of evidence-based practices that improve student outcomes.

Continuous data analysis will drive practice and school improvement. We will strive to empower all learners to value and invest in their social, personal and academic progress and achievement. Through collaboration, creativity and critical thinking students will be equipped with 21st Century skills that will inspire them to be confident, lifelong learners. (Refined- 2023/24 - Draft)

Our Vision

“At Ross Park, together we thrive in safe and supportive learning environments, where high quality practice empowers learners to be **Strong, Fair** and **Kind.**”

Our Values

 <h1>Our Values</h1>		
Be Strong	Be Fair	Be Kind
We are strong when we strive to achieve and continuously take the next steps in our learning.	We are fair when we follow the rules.	We are kind when we do the right thing, even when no one is watching.
We are strong when we persevere and adapt to change.	We are fair when we accept responsibility for our actions.	We are kind when we build people up and treat them with gentleness and care.
We are strong when we take the space to heal and grow.	We are fair when we value difference and give everyone the opportunity to shine.	We are kind when we consider ours and others' rights, abilities and feelings.
We are strong when we ask for help when we need it.	We are fair when we give people what they need to learn, knowing that looks different for us all.	We are kind when we show gratitude and thanks to others.

What is SWPBE?

Ross Park Primary School is committed to the implementation of a whole school approach to Positive Behaviour support for engagement and learning. We strive to provide an inclusive, supportive and safe learning environment, by developing an understanding of our values, and encouraging all students to live these values throughout the community.

Our approach aligns academic and behavioural systems to create an emphasis on explicitly teaching, monitoring, and rewarding appropriate behaviour for learning. This creates a positive school culture where all students can achieve their best. It is vital that these behaviours support engagement in learning and are not taught in isolation.

The goal of School-Wide Positive Behaviour Support (PBS) is to create and maintain a positive and safe learning environment that enhances our school culture so we can maximise individual academic and social growth.

PBS is "...a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students." (Sugai & Horner, 2001;2002)

Why is it so important to focus on teaching positive social behaviours?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies is ineffective. Introducing, modelling and reinforcing positive social behaviour is an important aspect of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. The purpose of SWPBE is to establish a climate in which appropriate behaviour is the norm.

The approach is comprised of evidence based behavioural interventions and practices that can be implemented by staff to effectively address and support the socially and educationally important behavioural needs of students and their families. The framework has its conceptual foundations in:

- ***Behavioural Theory*** – Behaviour is learned, lawful and malleable.
- ***Applied Behaviour Analysis*** – Behavioural theory, principles, and practices are applied to socially important observable behaviours in the applied settings in which they are observed.
- ***Positive Behaviour Support*** – Behavioural supports are considered in the larger context of improving quality of life.

Guiding Principles

1. Use data to guide decision making
2. Establish an effective SWPBE team, supported by strong leadership, to guide implementation
3. Establish a common purpose, approach and language for behaviour, engagement, and wellbeing
4. Establish clear set of positive expectations and behaviours, based on school values, as an instrument for academic and behavioural success – for all within the community
5. Emphasise an instructional approach to behaviour management – i.e. procedures for teaching expected behaviour
6. Establish a multi-tiered approach to respond effectively to behaviour - Build a continuum of procedures for encouraging expected behaviour, and discouraging inappropriate behaviour
7. Build commitment and agreement from staff for active support and participation, with fidelity
8. Utilise research validated practices, interventions and strategies – Including a strong focus on effective classroom practice, high expectations, engagement, positive learning environments and differentiation, to meet the needs of all learners
9. Emphasise prevention
10. Consider and implement school-wide practices and systems for all students, all staff and all settings
11. Record, analyse and evaluate continuously

Why an Orderly Learning Environment?

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

(ACER National School Improvement Tool, p6)

Through evidence-based school wide practices, an orderly learning environment supports schools to establish a safe and inclusive learning environment that maximises students' opportunities to develop socially, emotionally and academically.

When an orderly environment is implemented well, students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices

- a predictable learning environment with improved perceptions of safety and increased attendance.

Consistent expectations around learning behaviours enables students to learn in a predictable environment. Effective schools have clear rules and expected norms around student behaviour, and uphold these fairly and consistently.

Macklin and Zbar's research clearly indicates that, "a school can neither be effective nor improve if it does not have an orderly learning environment.

The existence of an orderly learning environment throughout the school – established through positive rather than negative means, whereby there are high levels of teacher consistency about how it is 'enforced' and structures in place to ensure that all students are known well by at least one adult in the school – is a fundamental precondition for improved teaching and learning to occur on which the subsequent improvement in student learning outcomes can be based.

(Macklin and Zbar, Driving School Improvement 2017 p43)

Establishing a Common Language of Behaviour and Engagement through our Matrix

We will use a behaviour matrix to teach our 3 values across all settings and stakeholders. Our school values are used in all classrooms to describe the desired behaviours for effective learning and social skill development. Students, staff, and school community members exhibit these values through their actions. Staff will acknowledge these behaviours as often as possible.

Students need to feel valued and have a sense of belonging in the classroom. They must be treated with dignity and need to know that the teacher has high expectations of them – but also that the teacher believes they can reach these expectations and will show them in some way how to do so. All students must feel that adhering to our expectations will benefit them! That being part of your class is of value to them. This can include:

- Explaining clearly why the classroom has to run on a structure and routines, and what the collective and individual benefits will be. This has the advantage of helping students understand why boundaries are set and avoids the misapprehension that you are doing so out of spite or retribution.
- Always reiterate that the student is a valued member of the class, and that you want them to do well.
- Flood the students with the normative message that they can succeed, that you want them to succeed, and that you will show them how to succeed.
- Simultaneously, remind students that no matter aptitude, interests, or previous achievements, they can get better, and that effort and relative outcome will be valued, as well as overall outcomes and progress.
- Focus on the behaviour not the person! It's not personal!
- If a response needs to be applied, emphasise that you want them to do better, and that you know they can, and remind that they are welcome back as soon as they are able to demonstrate the expectations.
- Use praise and 6:1 positive to corrective interactions wherever possible.

Our School Matrix guides our work.







Ross Park SWPBE Matrix - Staff



Areas	Strong	Fair	Kind
Learning Areas	<ul style="list-style-type: none"> We are well prepared and have effective time management. We have high expectations for ourselves and our students. We make learning interesting and engaging. 	<ul style="list-style-type: none"> We differentiate effectively and cater to individual needs. We model and discuss the meaning of the RP values We create and maintain a safe and orderly learning environment using visual timetables and consistent routines. Our programs, day book and relief teacher folders are prepared and available. 	<ul style="list-style-type: none"> We value the opinions of everyone around us, students and adults alike. We role model appropriate behaviour. We share ideas, programs and resources to reduce the workload.
Staffroom	<ul style="list-style-type: none"> We listen to others and remain positive. We create a welcoming and inspiring environment. 	<ul style="list-style-type: none"> We are mindful of confidentiality and the appropriateness of our conversations. We clean up after ourselves. 	<ul style="list-style-type: none"> We help colleagues who need support. We go above and beyond when needed.
Meeting Times / PD Days / Teams	<ul style="list-style-type: none"> We take an active role in school improvement, whole school priorities and professional growth. We adapt to change and are open to feedback and new ideas. We implement outcomes from PDs and meetings. 	<ul style="list-style-type: none"> We are open to and listen to others' views and give everyone opportunities to express ideas and opinions. We debate and challenge respectfully. We are accountable, use protocols and ensure consistency of messaging. 	<ul style="list-style-type: none"> We participate and contribute ideas positively. We acknowledge that not everyone knows and understands everything. We learn from and with each other.
Yard	<ul style="list-style-type: none"> We model the RP values. We follow school wide procedures and processes. 	<ul style="list-style-type: none"> We are punctual and actively supervise. We are sunsmart. We are aware and modify our responses to behaviour based on student needs and abilities. 	<ul style="list-style-type: none"> We engage positively with students. We utilise activities that increase participation.
With Colleagues	<ul style="list-style-type: none"> We are professional, positive, supportive, collaborative and constructive. We have open conversations and growth mindsets. We are solutions focused – 'Win/Win'. 	<ul style="list-style-type: none"> We approach problems with others positively and privately, taking a strength-based approach. We are accountable and responsible. We focus on a positive school culture. 	<ul style="list-style-type: none"> We check-in with others and look out for everyone's wellbeing. We celebrate and acknowledge each other and our school. One School – One Team.

With Families	<ul style="list-style-type: none"> We are well prepared to discuss children’s progress. We have open, respectful and constructive conversations. We maintain effective communication (through language barriers and opinion differences) focused on the best interests of the child. 	<ul style="list-style-type: none"> We are approachable. We value family voice. We share more positive moments than negative ones (Goal-6:1). 	<ul style="list-style-type: none"> We show sensitivity and understanding to different parenting choices and family dynamics. We invite parents to contribute through their strengths and interests. 								
Excursions / Camps	<ul style="list-style-type: none"> We take a positive approach, connecting learning to the curriculum. We consider the learning and wellbeing needs of students and staff. We use protocols, adhering to all documentation and health and safety procedures. 	<ul style="list-style-type: none"> We make sure all students and families are considered. We prepare students in advance. We are prepared and organised. 	<ul style="list-style-type: none"> We work as a team and help with all tasks. We support each other and share roles. 								
Office /Admin	<ul style="list-style-type: none"> Teaching and administrative staff work effectively together, adhering to processes and protocols, and respecting role responsibilities. We are effective communicators. We are all professionals. 	<ul style="list-style-type: none"> We are considerate, responsible and accountable for the workspace. We provide support wherever possible based on classroom/school needs. We respect the complexity and volume of each others’ roles and are understanding of timeframes. We check whiteboards daily. 	<ul style="list-style-type: none"> We maintain a positive, friendly and welcoming entrance to our school The front office is the place of the <i>‘Directors of First Impressions’</i> We are supportive and appreciative 								
In the Community / Online	<ul style="list-style-type: none"> We maintain professional conduct. We do not engage with any media about the school (except positively on our own Facebook page). We set boundaries. 	<ul style="list-style-type: none"> We keep conversations and posts appropriate. We are friendly and welcoming to all members of the school community. 	<ul style="list-style-type: none"> We showcase student achievement in the community positively We promote the school in a positive way 								
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #c00000; color: white; padding: 5px;">Establish</td> <td style="background-color: #ffa500; color: white; padding: 5px;">Teach</td> <td style="background-color: #000080; color: white; padding: 5px;">Model</td> <td style="background-color: #c00000; color: white; padding: 5px;">Practise</td> <td style="background-color: #ffa500; color: white; padding: 5px;">Acknowledge</td> <td style="background-color: #000080; color: white; padding: 5px;">Correct</td> </tr> </table>						Establish	Teach	Model	Practise	Acknowledge	Correct
Establish	Teach	Model	Practise	Acknowledge	Correct						

Ross Park SWPBE Matrix - Students

Areas	Strong	Fair	Kind		
ALL Learning Areas 	<ul style="list-style-type: none"> ✓ We have a growth mindset and believe everyone can learn. ✓ We persevere even when it is hard – ‘Never give up’. ✓ We know that mistakes help us learn and grow. ✓ We ask for help. 	<ul style="list-style-type: none"> ✓ We understand that we all need different things to be successful in our learning. ✓ We take responsibility for our own behaviour and actions. ✓ We treat others how we would like to be treated. ✓ We are ready to learn. 	<ul style="list-style-type: none"> ✓ We treat each other, our classroom and our resources with care. ✓ We listen when others speak and respect their opinions and differences. ✓ We support each other to express ideas, feelings or perspectives, safely. 		
Yard 	<ul style="list-style-type: none"> ✓ We accept the result graciously – ‘Be a good winner/Be a good loser’. ✓ We stand up for ourselves and others in a positive and respectful way. ✓ We let an adult know if there is a problem. 	<ul style="list-style-type: none"> ✓ We include others and allow everyone to play and have fun. ✓ We take risks by trying and inventing new games and accepting others’ decisions. ✓ We create and agree on rules together to be fair. 	<ul style="list-style-type: none"> ✓ We play safely and take turns. ✓ We use kind language even when we are upset. ✓ We take care of our environment, school resources and playground. 		
Eating Areas 	<ul style="list-style-type: none"> ✓ We keep our area tidy and clean up after ourselves. 	<ul style="list-style-type: none"> ✓ We accept that everyone has different eating habits. ✓ We make sure no one is left out. ✓ We sit down while we eat. 	<ul style="list-style-type: none"> ✓ We respect others’ space and food. ✓ We sit with new or different people and appreciate their differences. ✓ We are rubbish aware - ‘Reduce, Reuse, Recycle’. 		
Toilets 	<ul style="list-style-type: none"> ✓ We report unsafe things to an adult. ✓ We flush the toilet and wash our hands. 	<ul style="list-style-type: none"> ✓ We use designated toilets. ✓ We use toilets appropriately – ‘Go, Wash and Leave’. 	<ul style="list-style-type: none"> ✓ We respect others’ privacy. 		
Excursions and Buses 	<ul style="list-style-type: none"> ✓ We have a positive mindset. ✓ We are willing to try something new. ✓ We involve ourselves in new and different experiences. ✓ We question the world around us. 	<ul style="list-style-type: none"> ✓ We participate in excursions safely. ✓ We remain seated on the bus. ✓ We take responsibility for ourselves, follow instructions and listen attentively. 	<ul style="list-style-type: none"> ✓ We represent our school and we show the Ross Park values. ✓ We are happy to sit with anyone. 		
Cyber Space and Technology 	<ul style="list-style-type: none"> ✓ We tell an adult about online bullying. ✓ We report inappropriate images, texts or behaviour. ✓ We are willing to discover new ways of learning online. ✓ We keep our personal information private online. ✓ We explore what technology can do. 	<ul style="list-style-type: none"> ✓ We all have access to technology and use it fairly. ✓ We use computers appropriately for learning and creative purposes. ✓ We are mindful of the privacy of others. ✓ We understand that others may need support. 	<ul style="list-style-type: none"> ✓ We are kind and think before posting online. ✓ We care for our devices. 		
Establish	Teach	Model	Practise	Acknowledge	Correct

Understanding the continuum of responses for supporting positive behaviour for engagement and achievement

What is a School Wide Continuum of Behaviour Support? - Multi-tiered approach to intervention

We teach behaviour in the same way that we teach academic subjects. Rather than waiting for a student to make a mistake with their behaviour and then punishing them, we look for opportunities to teach the expected behaviour and then correct it if the student has made a mistake.

All student behaviour serves a purpose; even inappropriate behaviour serves a purpose and has a function—a student may want attention from peers or adults, or a student may want to obtain or avoid an activity. We do not seek to just have students stop their inappropriate behaviours, rather we seek to teach them appropriate behaviours that serve the same function—peer/adult attention and engagement with activities. Not teaching them to eat one healthy meal, but to develop the skills for a healthy lifestyle!

School-wide systems are the foundation for:

1. Supporting the majority of students to make positive behaviour choices, engage effectively in learning, and achieve their best.
2. Preventing the development of ongoing/chronic behaviour problems through early intervention and support, especially in vulnerable students.
3. Identifying and providing more specialised and individualised supports for students with challenging behaviour and disengagement.

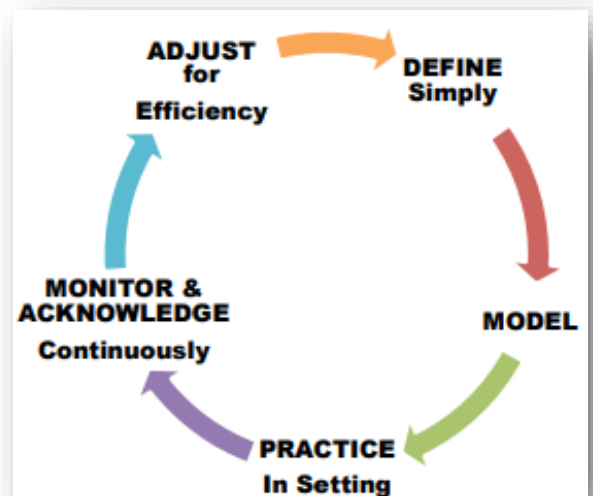
Teaching Social Behaviour like Academic Skills

It is essential that a consistent approach to behaviour and acknowledgement is maintained and that clearly defined rules, routines, and physical arrangements are developed and taught by school staff to prevent initial occurrences of inappropriate behaviour. Our approach aligns academic and behavioural systems so that there is an emphasis on explicitly teaching, monitoring, and rewarding appropriate behaviour.

A frequent misrule is that social behaviour is learned and encouraged using aversive consequences (especially for errors). However, these types of consequences do little to promote desired social skills, except to signal that an error has occurred.

A behaviour is a behaviour, regardless of whether it is an academic or a social skill. As such, whether teaching an academic skill or concept, a social skill, or a character trait, the basic instructional process is the same. The figure illustrates those basic instructional steps, beginning with “define the skill”.

Like academic skills that have been learned initially, social skills must be practised regularly and acknowledged/reinforced frequently for mastery, sustained use and generalised applications to be realised. If a student has firmly learned problem behaviour, then formally and continually promoting, practising, and reinforcing the desired alternative becomes especially important and necessary.



Behaviour at Ross Park



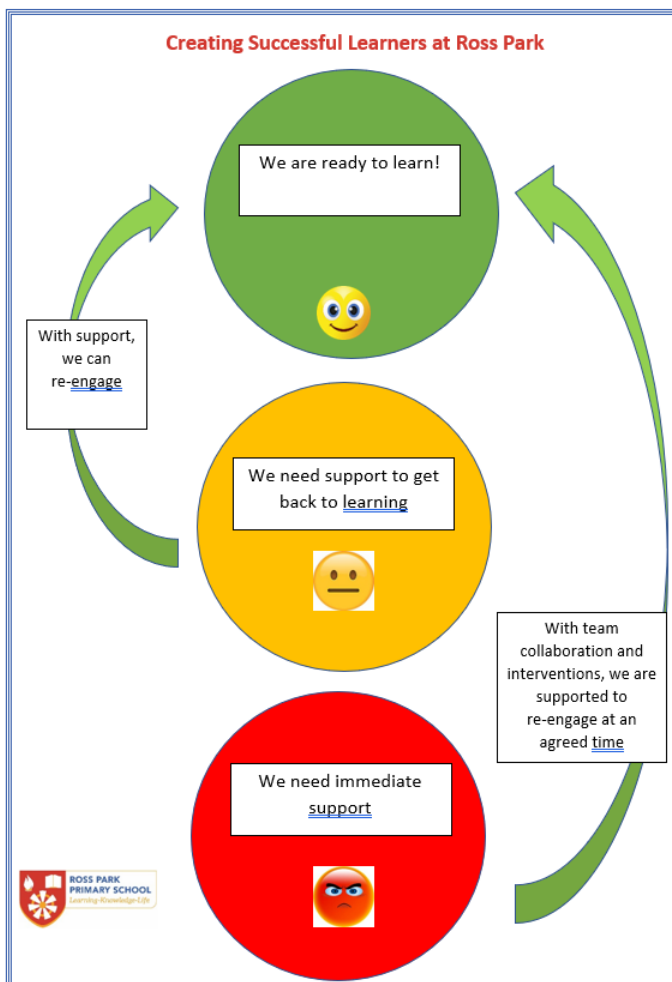
- ✓ Establish
- ✓ Teach
- ✓ Model
- ✓ Practise
- ✓ Acknowledge
- ✓ Correct

Responses to Inappropriate Behaviour

To correct an academic mistake, the teacher provides correction in a calm and respectful tone and then helps the student practise the academic skill correctly. Similarly, when a student makes a social/emotional/behavioural mistake, we let the student know what their error was, what they should do differently next time and give them a chance to practise the appropriate behaviour. With this approach in mind, we avoid student/teacher power-struggles, and shift our focus to positive relationships.






Research shows that teachers who have a higher rate of positive to negative interactions with students (6 positive interactions to each negative interactions) see improved student behaviour (Alberto & Troutman,2013).

Consequences for the same inappropriate behaviours can and will differ from student to student. When considering a consequence, the school considers a number of factors such as the function of the student’s behaviour, the student’s developmental age, whether the student has a disability, and the timeliness of the consequence. Our processes guide all school staff, student and families with information about Minor and Major inappropriate behaviours and the consequences for students who display these behaviours.



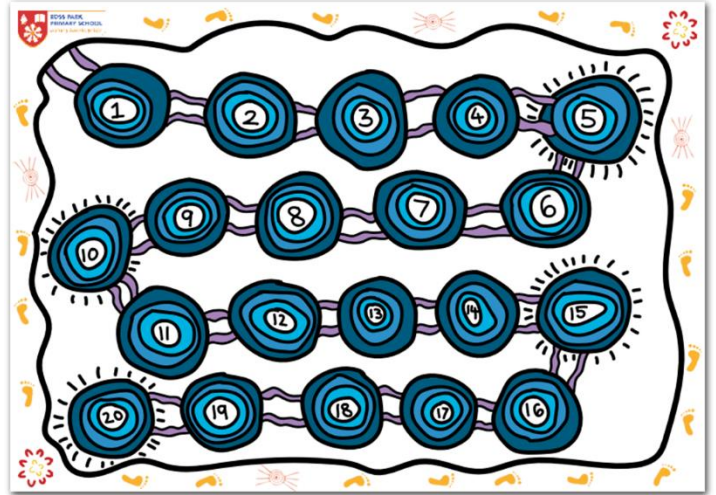
How are you feeling?

It's a good idea to check in with your feelings every day!

1		content calm focused
2		OK happy energetic
3		worried distracted frustrated
4		scared upset anxious
5		angry out of control annoyed

Positive Acknowledgement System

Positive acknowledgement is a major component of School Wide Positive Behaviour. Every school takes a different approach. It is vital to contextualise our system so that it is manageable, engaging, motivating and durable. It must also be coupled with effective classroom management. **Celebrating individual and whole class success in making positive choices for behaviour and learning.**



ROSS PARK PRIMARY SCHOOL
Learning-Knowledge-Life

Name _____

Card Number _____

Ross Park Primary School
Outstanding Student Award
is presented to: _____

For consistently displaying what it means to

Be Strong

- We are strong when we strive to achieve and continuously take the next steps in our learning.
- We are strong when we persevere and adapt to change.
- We are strong when we take the space to heal and grow.
- We are strong when we ask for help when we need it.

Class: _____ Signed: _____ Date: _____

Ross Park Primary School
Outstanding Student Award
is presented to: _____

For consistently displaying what it means to

Be Fair

- We are fair when we follow the rules.
- We are fair when we accept responsibility for our actions.
- We are fair when we value difference and give everyone the opportunity to shine.
- We are fair when we give people what they need to learn, knowing that looks different for us all.

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Be Kind

- We are kind when we do the right thing, even when no one is watching.
- We are kind when we build people up and treat them with gentleness and care.
- We are kind when we consider ours and others' rights, abilities and feelings.
- We are kind when we show gratitude and thanks to others.

Class: _____ Signed: _____ Date: _____

“The teaching of our expectations and values should be happening across all settings **every day**, and by **everybody**.”

What is most important?

- ✓ Positively reinforce students at every opportunity
- ✓ Actively teach expectations as per the matrix – Do Not assume students automatically know how to behave – teach behaviour with an academic logic!
- ✓ Utilise Behaviour Management flowcharts
- ✓ Record incidents – Data drives decisions – GradeXpert should be open every morning on your laptop
- ✓ Ensure highly effective teaching and learning in every class, for every student, everyday!
- ✓ Adapt materials and goals for students
- ✓ Refer and contribute to meetings about students with academic and/or behavioural concerns, to support forward planning
- ✓ Utilise effective classroom management strategies for positive school behaviour and engagement in learning
- ✓ HAVE FUN!



“All programs and strategies implemented at Ross Park Primary School aim to promote student engagement, progress, high attendance and positive behaviours.”

100 Different Ways to Say "Good Work"

ADD SPECIFIC FEEDBACK after each one;

e.g. "That's good! You've set it out so clearly, anyone could follow that!!"

1. You've got it made
2. That's Right!
3. You're on the right track now!
4. That's Good!"
5. You are very good at that
6. That's coming along nicely
7. That's much better!
8. GOOD WORK!
9. I'm happy to see you working like that
10. You're really working hard today
11. You're doing a good job
12. You've just about got it
13. That's the best you've ever done
14. That's it!
15. Congratulations!
16. I knew you could do it
17. That's quite an improvement
18. Now you've figured it out
19. You are doing that much better today
20. Now you have it
21. Not bad
22. GREAT!
23. You are learning fast
24. Keep working on it, you're getting better
25. Good for you!
26. Couldn't have done it better myself
27. You make it look easy
28. You really make my job fun
29. That's the right way to do it
30. One more time and you'll have it
31. You're getting better every day
32. You did it that time!
33. WOW!
34. That's the way!
35. Nice going
36. SENSATIONAL!
37. You haven't missed a thing
38. That's the way to do it
39. Keep up the good work
40. That's better
41. Nothing can stop you now!
42. That's first class work
43. EXCELLENT!
44. PERFECT!
45. That's the best ever
46. You've just about mastered that!
47. That's better than ever
48. Nice going
49. OUTSTANDING!
50. How did you get so clever?
51. Now that's what I call a fine job!
52. You did very well
53. You must have been practicing!
54. FANTASTIC!
55. You're doing beautifully
56. You're really improving
57. Right on!
58. SUPERB!
59. Good remembering!
60. Keep it up!
61. You did a lot of work today!
62. You've got that down pat!
63. You certainly did well today
64. TREMENDOUS!
65. You're doing fine
66. Good thinking!
67. You are really a lot
68. Keep on trying!
69. You outdid yourself today
70. I've never seen anyone do it better
71. Good on you!
72. Good Going!
73. I like that
74. MARVELLOUS!
75. I'm very proud of you
76. think you've got it now
77. Good job [name of student]
78. You've figured that out fast
79. You remembered
80. That's really nice
81. It's a pleasure to teach when you work
82. Now you've figured out
83. You're right
84. CLEVER!
85. That makes me feel good
86. That's great!
87. That's it! Way to go
88. Well, look at you go!
89. Now you have the hang of it!
90. Congratulations
91. You got [name behaviour] right.
92. You've got your brain in gear today
93. Much better!
94. WONDERFUL!
95. Super!
96. Top job!
97. That's fantastic!
98. Way to go!
99. What a super star!
100. Sensational effort (student's name)