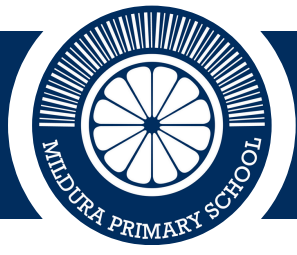


School Wide Positive Behaviour Support

Student and Community Handbook



K.I.D.S. first at Mildura Primary School



Introduction

At Mildura Primary School we have spent the past two years developing and implementing School Wide Positive Behaviour Support within our school. This form of Behaviour Management varies from many historical behaviour management plans in that School Wide Positive Behaviour Support (SWPBS) operates on the premise that as well as being learners of Literacy and Numeracy, children are also learners of behaviour. Under this model, it is the role of the teachers (and school community members) to explicitly teach children appropriate behaviours and to set explicit behaviour expectations.

The program also recognises that some children are more skilled in this area than others. Approximately 80% of our students are making positive behaviour choices for most of the time and we need to recognise this fact.

Our school community has identified and defined our four school Values:

Kindness - Integrity - Determination - Safety

We have created a matrix of expected behaviours that reflect these four values.

To support the implementation of School Wide Positive Behaviour Support we have collaboratively developed a collection of sample lesson plans for teaching the different behaviour expectations around the four values (these are available from the SWPBS Folder on the school 'T' drive).

We use data and feedback to plan our School Wide Positive Behaviour Teaching Program and the areas of the focus for different times of the year.

Teachers use SWPBS explicit lessons in unison with the Resilience, Rights and Respectful Relationships program, which focus on the interpersonal and emotional skills that ensure student success.

To recognise the positive choices made by students we employ a wide variety of recognition and reward strategies:

- KIDS bucks given out to recognise positive behaviours related to values and matrix
- Collect and celebrate house points
- Teach and reteach expected positive behaviours
- Annual reviews and surveys are conducted, and the following year's action plan is based on the results of the data collected using 'Compass'.



Implementation

For continued successful implementation of the SWPBS approach at Mildura Primary School, it is imperative that all staff are aware of how SWPBS works. This will ensure consistency of language, expectations and continued successful outcomes.

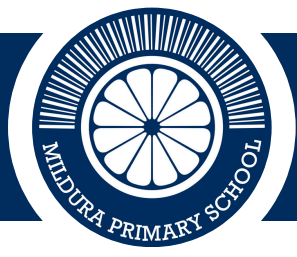
- A SWPBS Team is formed through a staff nomination process and consists of a representative from each team.
- The SWPBS coaches and team members provide regular professional learning for the staff as part of the meetings schedule.
- Teachers set up a SWPBS display in each classroom.
- Teachers set up a calm down area in each classroom.
- Regular lessons are taught to instil the SWPBS expectations
- The Staged Response posters and Matrices are visible and adhered to
- Information about SWPBS is presented at assemblies, in the school Newsletter and at Parent Information Evenings.
- Students are acknowledged for positive behaviours as individuals with KIDS Bucks and Positive Compass comments.
- CRT staff can award KIDS Bucks to students. One CRT KIDS Bucks is worth three regular bucks.
- Students and staff will participate in surveys to collect data and evaluate the SWPBS program, eg. 'SET', 'Kids Matter' and 'TFI'.



DETERMINATION



SAFETY



Our Vision

"K.I.D.S. first at Mildura Primary School"

Mildura Primary School is committed to providing an environment where every student can learn and have social success. This belief in high quality relationships is pursued through the day to day interactions with teachers, students, parents, and community. Mildura Primary School has a firm commitment to inclusion, active participation and social justice, and is proud of its multicultural context.



Our School Values

K

INDNESS



How we treat each other

I

NTEGRITY



How we act no matter who is watching

D

ETERMINATION



Used to reach our goals

S

AFETY



Used in all of our actions

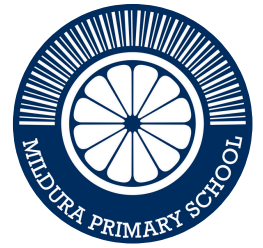


DETERMINATION



SAFETY

In ALL AREAS we...



KINDNESS



- Use the language of kind words
- Use 'please' and 'thank you'
- Are inclusive
- Are friendly

INTEGRITY



- Clean up after ourselves
- Think of others
- Own up to our mistakes
- Seek help from a staff member to resolve a problem
- Follow instructions and school expectations

DETERMINATION



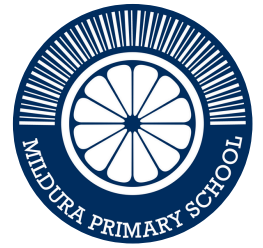
- Have a Growth Mindset - find the mistakes, learn from them.
- Be the best friend we can be
- Have a red hot go
- Challenge ourselves in a safe way
- Bounce back
- Are prompt when going to and returning from learning spaces

SAFETY



- Wear appropriate clothing
- Look out for others
- Move at a safe pace for the area
- Are a responsible bystander - seek help
- Make sure there is line of sight to a staff member
- Use equipment as it is designed
- Keep our hands and feet to ourselves

In the **YARD** and on the **PLAYGROUND** we...



KINDNESS



- Take turns
- Help each other

INTEGRITY



- Follow the specific playground/sandpit rules
- Tidy up after ourselves
- Eat at our designated areas
- Put sports equipment away
- Move to class as soon as the music plays

DETERMINATION



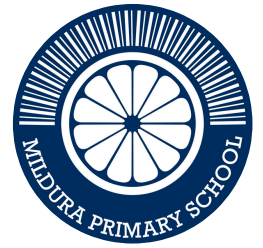
- Ask for help
- Try new activities and challenges

SAFETY



- Stick to designated playgrounds
- Walk our scooters and bikes through the school
- Respect garden areas
- Wear school hats outside

In the CLASSROOM we...



KINDNESS



- Share
- Are happy to celebrate successes

INTEGRITY



- Are ready to learn
- Honestly reflect on our learning
- Take responsibility in participating and completing learning tasks
- Are team players

DETERMINATION



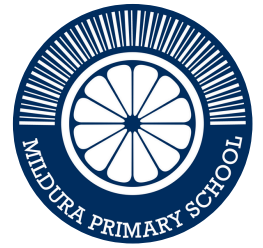
- Ask for help
- Do our best (behaviour, academic)
- Engage with learning tasks

SAFETY



- Keep the room tidy and put things away
- Respect each others' personal space
- Use a safe noise level

In the **CORRIDOR** we...



KINDNESS



- Make room for others
- Stay to the left
- Use quiet voices
- Acknowledge each other

INTEGRITY



- We have the appropriate amount of people to complete the task
- Let the teachers know when we leave the classroom
- Respect each others' belongings and the space
- Use entrances and exits closest to destination

DETERMINATION



- Go directly to the intended destination
- Leave and return promptly

SAFETY



- Look where we are going
- Walk
- Keep walkways clear
- Stay in a single line when moving with our class through corridors

When moving **BETWEEN** **SPACES** we...



KINDNESS



- Walk
- Are respectful of other classrooms

INTEGRITY



- Move in a line when with our class
- Calm voices while we walk
- Walk to the left
- Line up outside our destination
- Go straight to where we are going

DETERMINATION



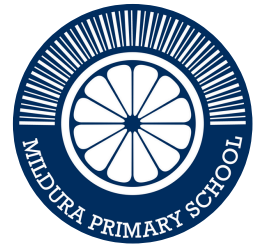
- Follow instructions

SAFETY



- Walk when near buildings
- Move in a calm quiet manner
- Are aware of our surroundings

In the **TOILETS** we...



KINDNESS



- Leave the area clean
- Keep the lights on
- Talk quietly

INTEGRITY



- Report problems or seek assistance from the teacher
- Only use it for number 1 and 2

DETERMINATION

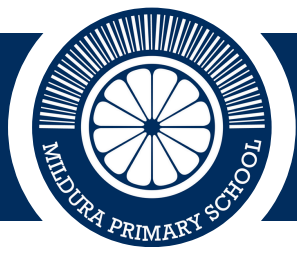


- Are respectful of the toilets
- Are prompt when going to and returning from the toilets

SAFETY



- Wash hands with soap
- Flush the toilet
- Use toilet paper to wipe ourselves and clean up messes
- Check with a teacher before going to the toilet during class time



Positive Reward System

K.I.D.S. Bucks



At Mildura Primary School we use K.I.D.S. (Kindness, Integrity, Determination and Safety) Bucks to acknowledge and reward expected behaviours at both an individual and class level.

Students can earn 'K.I.D.S Bucks' as an individual that goes toward house points. They also have an opportunity to earn 'K.I.D.S Bucks' at Assembly, Specialist classes and in the playground.

There are two ways to acknowledge recognition of school wide positive behaviours

Students receive a physical KIDS Buck laminated card immediately spotted doing a positive behaviour.

These KIDS Bucks are submitted and go towards house points.

The progressive total of house points is announced at each assembly.

Positive Chronicle entries are logged by staff via COMPASS and Parents/Carers notified.

Students gain 5 points for each entry. These individual points are used to gain prizes.

At the end of each term both House points and COMPASS points are combined to get a total number of house points leading to a pizza party for the winning house.



What We Do

Work with each other to understand

Teach expected behaviours

Reteach expected behaviours

Recognise expected behaviours with KIDS Bucks

Use time to regulate

Set up and use take a break expectations

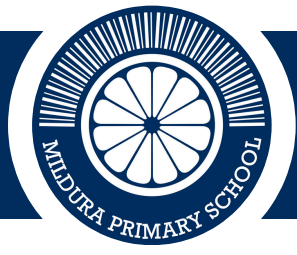
Use a buddy classroom for support



DETERMINATION



SAFETY



JACKSON



Known as "The Lithgow Flash"
Marjorie Jackson-Nelson AC CVO
MBE DS+J.

Jackson was an outstanding athlete finishing her career with two Olympic and seven Commonwealth Games Gold Medals, six individual world records and every Australian state and national title she contested from 1950 to 1954. She was the first Australian woman to win an Olympic gold medal in athletics. After retiring from athletics at the young age of 23 Jackson focused on her family. She later became the first female to manage an Australian team at the 1994 Commonwealth Games and continued as a board member for the Sydney 2000 Olympics Games. Later in life Jackson served as the Governor of South Australia from 2001 to 2007.

CUTHBERT



Named as Australia's 'Golden Girl' of
athletics Betty Cuthbert.

In the 1956 Melbourne Olympics, at the age of 18, Cuthbert won three gold medals. She is the only Olympian, male or female, to have won a gold medal in all sprint (running) events: 100, 200 and 400 metres and set many world records over her career. Cuthbert had a distinctive running style, with a high knee lift and mouth wide open. There is a statue of Cuthbert outside the Melbourne Cricket Ground.



ELLIOT

Arguably the world's greatest middle-distance runner of his era Herb Elliott
AC MBE.



In 1958 (aged 20) Elliot set a new world record in the mile run, beating the current record by 2.7 seconds. Over the next two years he broke the world record in the 1500 metres a couple of times, including his gold medal win at the 1960 Rome Olympics. Elliot never lost a mile run and accomplished 36 wins over this distance. Elliot retired from athletics at the young age of 22 continuing his involvement developing sport in Australia and the Olympic movement at national and international levels. He also served the community in charitable organisations for youth, health promotion and cultural understanding. In 1964 Elliot was appointed The Most Excellent Order of the British Empire (MBE) and in 2002 the Order of Australia (AC) for his services to athletics and the community.

LANDY

An Australian middle-distance runner
John Landy AC CVO MBE FTSE.



Landy was the second man to break the four-minute mile barrier in the mile run and held the world records for the 1500-metre run and the mile race. In 1956 Landy is famously known for going back to help fellow runner, Ron Clarke who had fallen after another runner had clipped his heel. Landy helped Clarke to his feet and the two men continued the race. Landy then went on to make up the lost ground and won the race. It is noted that "it was a spontaneous gesture of sportsmanship that has never been forgotten" all these years later. Later in life Landy became the 26th Governor of Victoria from 2001 to 2006.



DETERMINATION



SAFETY