

# POSITIVE BEHAVIOUR FOR LEARNING (PBL) PARENT INFORMATION SESSION 6/9/17



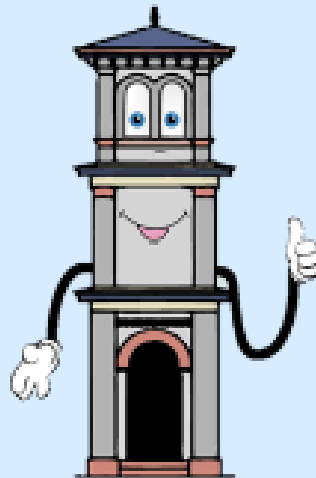
## Our School Expectations

At Hurstville Public School we are....

***Respectful***

***Responsible***

***Learners***



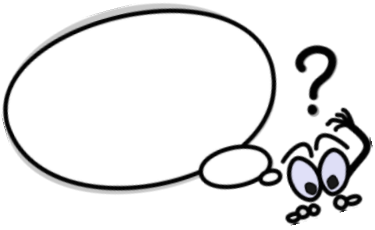
# WELCOME

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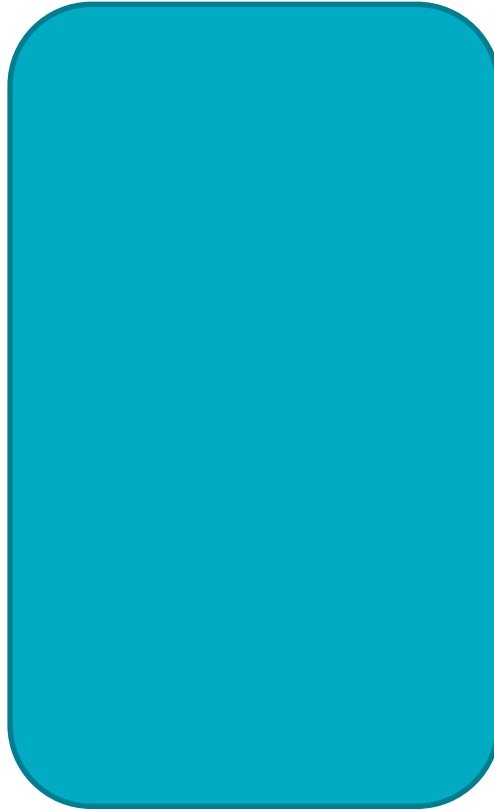
I would like to acknowledge the traditional custodians of the land on which we gather upon today. I would also like to pay respect to the elders, past and present of the Aboriginal nation and extend that respect to other Aboriginal people present.

**Artwork from  
Moss Vale High School**

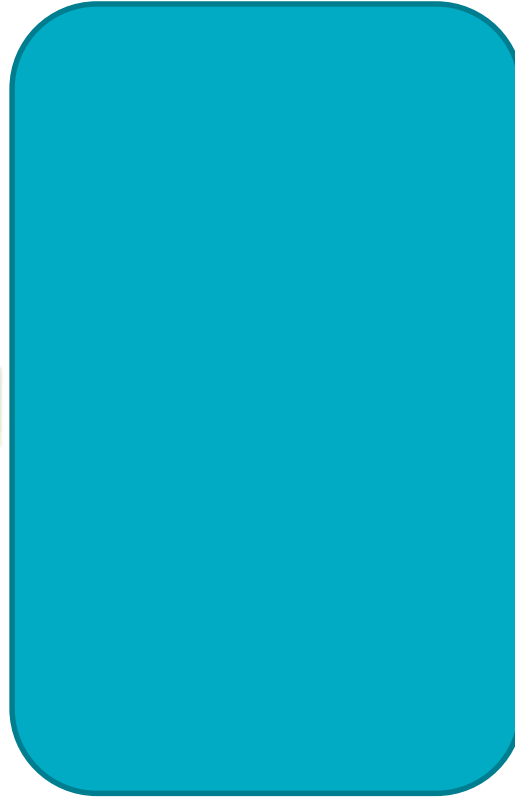


True or False

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True



False

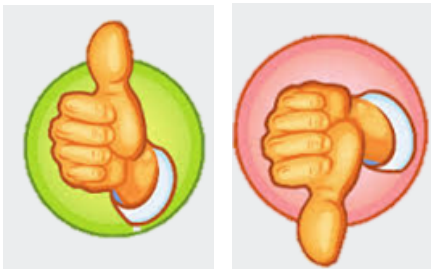
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THE ONLY WAY TO CHANGE A  
CHILD'S BEHAVIOUR IS THROUGH  
PUNISHMENT.



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CHILDREN PICK UP ALL SCHOOL  
RULES ONCE THEY START SCHOOL.



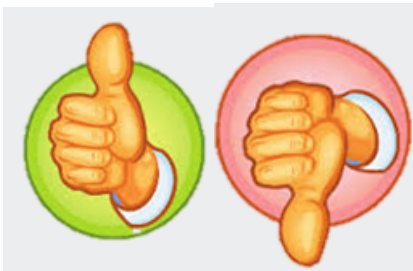
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CHILDREN NEED TO BE TAUGHT  
HOW TO BEHAVE JUST LIKE THEY  
ARE TAUGHT TO READ AND WRITE.



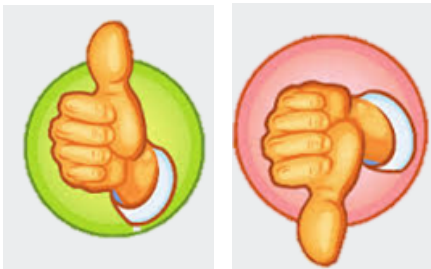
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POSITIVE REINFORCEMENT IS AN  
IMPORTANT INCENTIVE TO  
ENCOURAGE CHILDREN TO DO THE  
RIGHT THING.



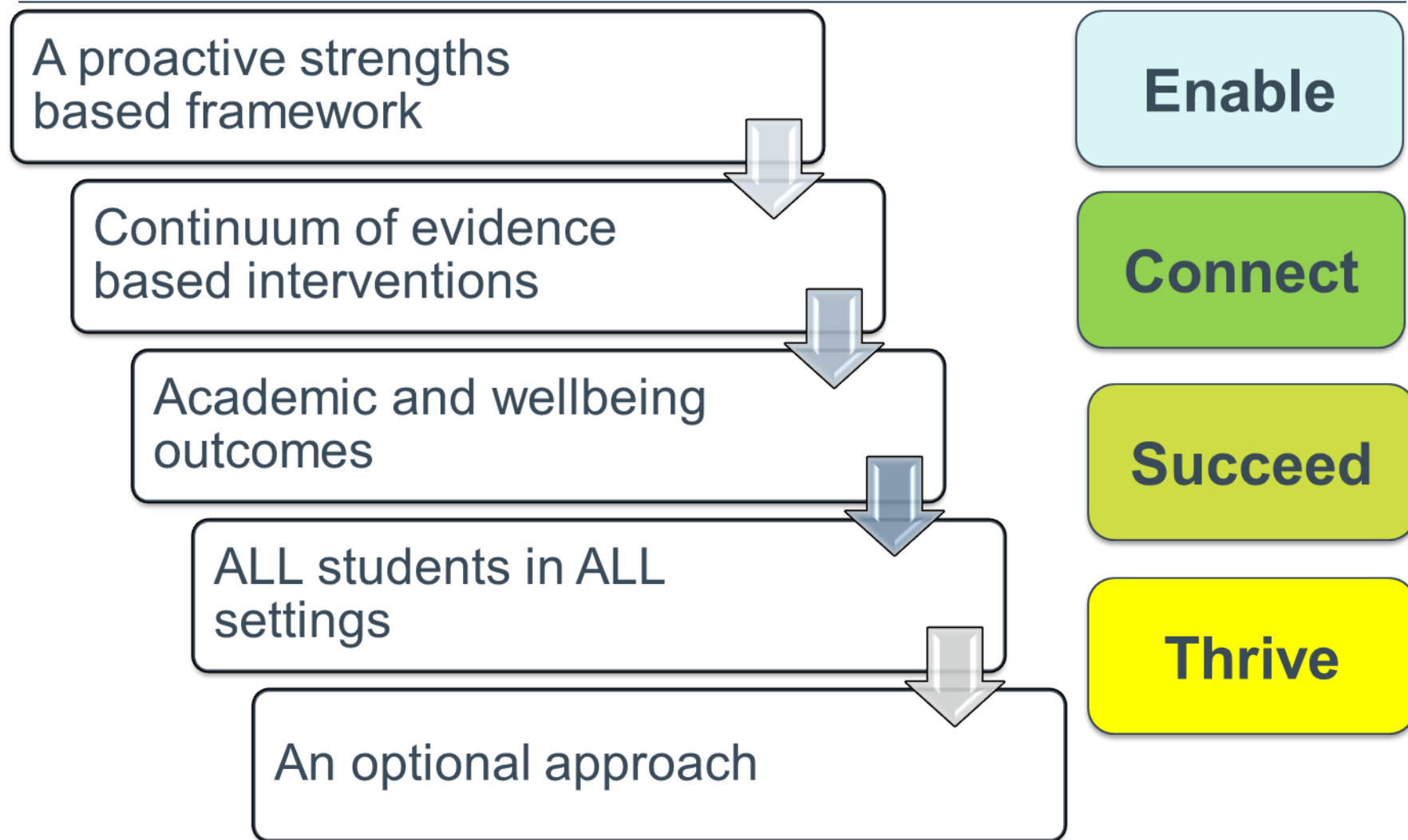
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SCHOOLS THAT WORK IN  
PARTNERSHIP WITH FAMILIES CAN  
BETTER SUPPORT THE EDUCATION  
OF STUDENTS.





# POSITIVE BEHAVIOUR FOR LEARNING



# GUIDING PRINCIPLES

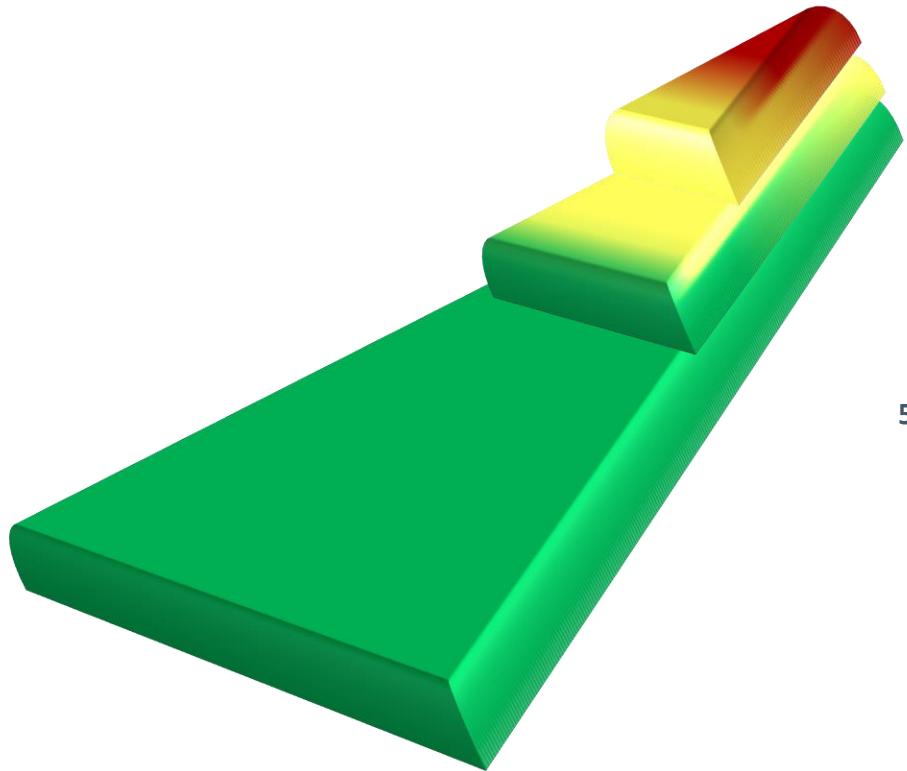
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1. Human Behaviour is functional, understandable, and predictable
2. Human Behaviour is malleable (can change)
3. Human behaviour occurs within an environmental context, not in a vacuum
4. Human behaviour is learned and can be taught/affected by changing aspects of the environmental context



# A CONTINUUM OF SUPPORT

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1-5%

## Tier 3 – Intensive Interventions

- Individual Students
- Assessment – based
- High Intensity

5-10%

## Tier 2 - Targeted Interventions

- Some students (at risk)
- Supplemental
- Reduce Risk

80-90%

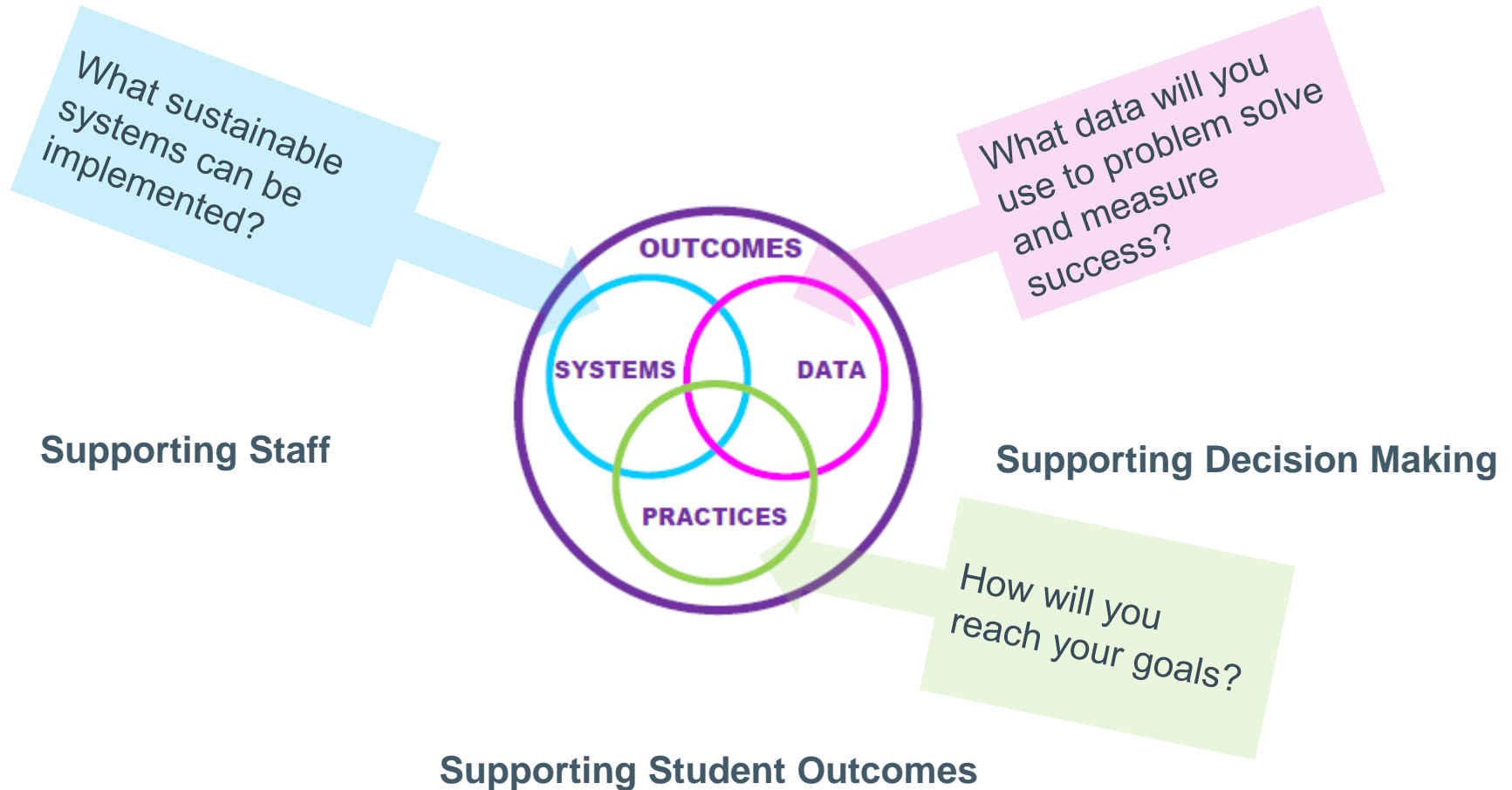
## Tier 1 – Universal Prevention

- School-wide
- Core instruction for all students
- Preventative
- Proactive

# THE PBL PROCESS

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## Wellbeing Outcomes and Academic Achievement



# SCHOOL-WIDE SYSTEMS

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## 1. Common ***purpose*** & approach to discipline



## 2. CLEAR SET OF POSITIVE EXPECTATIONS AND BEHAVIOURS

Hurstville Public School's Expectation Matrix									
At Hurstville Public School We...	All Settings	Playground	Toilets	Canteen	Transitions	Classroom/ Library/ Computer Lab/ Hall	Office/ Printroom/ Staffroom	Front and Back Gate	Excursions/ Bus
<b>Are Respectful</b>	Keep hands to ourselves Wear school uniform Are polite and use manners Speak respectfully to others Respect others' point of view Follow teachers' instructions Accept differences Remove hats when entering a building Respect property and the environment	Cooperate with everyone Share equipment	Keep the toilets clean Respect others' privacy	Use own money to buy food for ourselves	Walk quietly Keep hands and feet to self	Share and take turns Use inside voice Put hand up and wait before speaking	Knock before entering staffroom and printroom Wait quietly	Take turns to enter and exit the gate Consider others	Listen to the person in charge Respect public property Consider others
<b>Are Responsible</b>	Make safe choices Help others Come prepared and on time	Wear a hat Sit down while eating Put rubbish in the bin Play safely in the correct area Line up when we hear the music	Use the toilets appropriately	Line up in the designated line Join the end of the line Buy food and return to our play area Take lunch order to the canteen in the morning	Stay in line Stay to the left Take the shortest and/or safest route Line up in the correct area	Have correct equipment Sit sensibly Line up quietly	Enter office through the front door Get permission before going to the office	Always walk when leaving the school Cross the road at crossing	Line up and wait safely Stay with the group Enter sensibly
<b>Are Learners</b>	Do our personal best Are problem solvers Actively participate	Follow the rules of the game Encourage others to join in	Use good hygiene Leave the toilet when finished	Know what we want to buy	Are ready for the next activity	Make good choices Listen carefully	Communicate appropriately Follow the instructions of the office staff	Follow road safety rules	Make connections with our learning

### 3. PROCEDURES FOR TEACHING EXPECTED BEHAVIOURS



#### HPS Positive Behaviour for Learning

Term 1

Respect	Responsibility	Learning
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It is an expectation that all K-6 teachers will follow the scope and sequence below and teach expected behaviours to students in the week allocated. It is also expected that non-classroom teachers follow correct procedures and be aware of the focus each week. The focus area will be introduced each week at the whole school Monday morning assembly. Teachers should use the lesson plans to assist with teaching expected behaviours. Awards should relate to the focus area each week in Term 1 (see awards policy). The focus areas will be communicated to parents each fortnight in the PBL section of the Belltower.

Week	Focus
2	Introduce PBL and focus on the three values Discuss Awards Policy Discuss Behaviour Management System
3	All Settings
4	Playground
5	Toilets
6	Canteen
7	Transitions
8	Classroom / Library / Computer Lab / Hall
9	Office / Printroom / Staffroom
10	Front and Back Gate
11	Excursions / Bus

In Terms 2, 3 and 4, focus areas should be revisited as reminders and when the need arises.



#### HPS Positive Behaviour for Learning

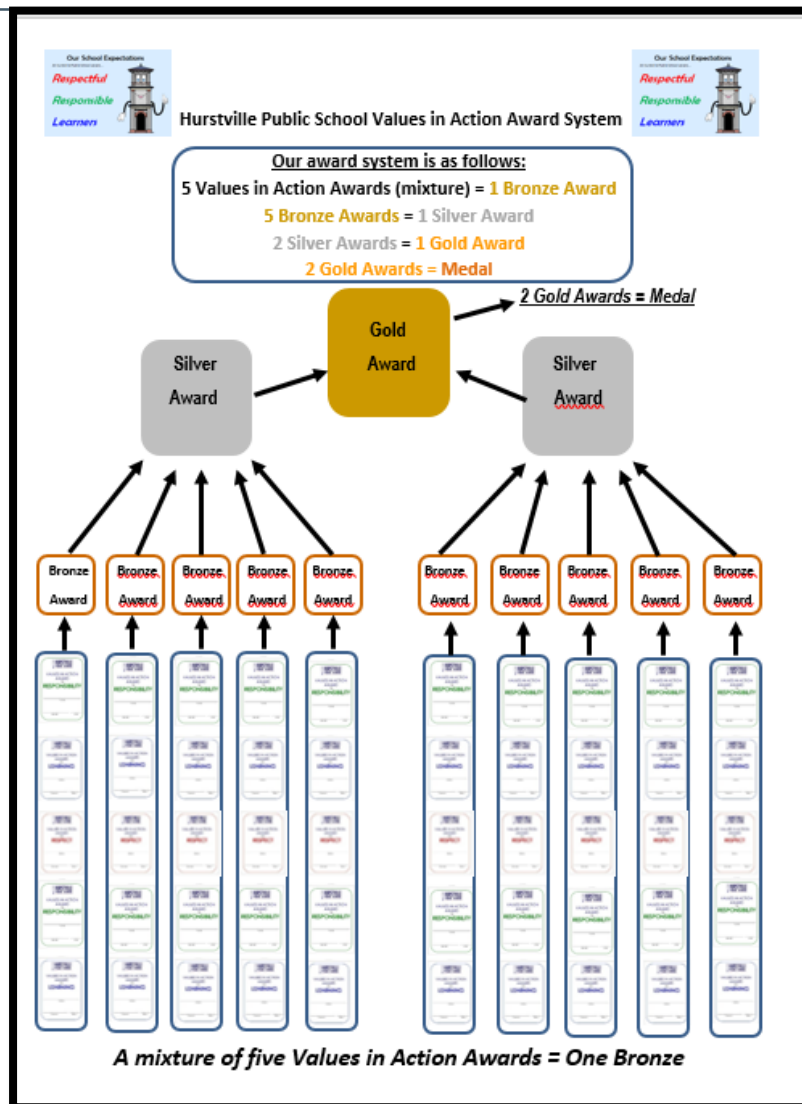
Focus: **Playground**

Always begin lesson with: **At Hurstville Public School, we are respectful, responsible learners.**

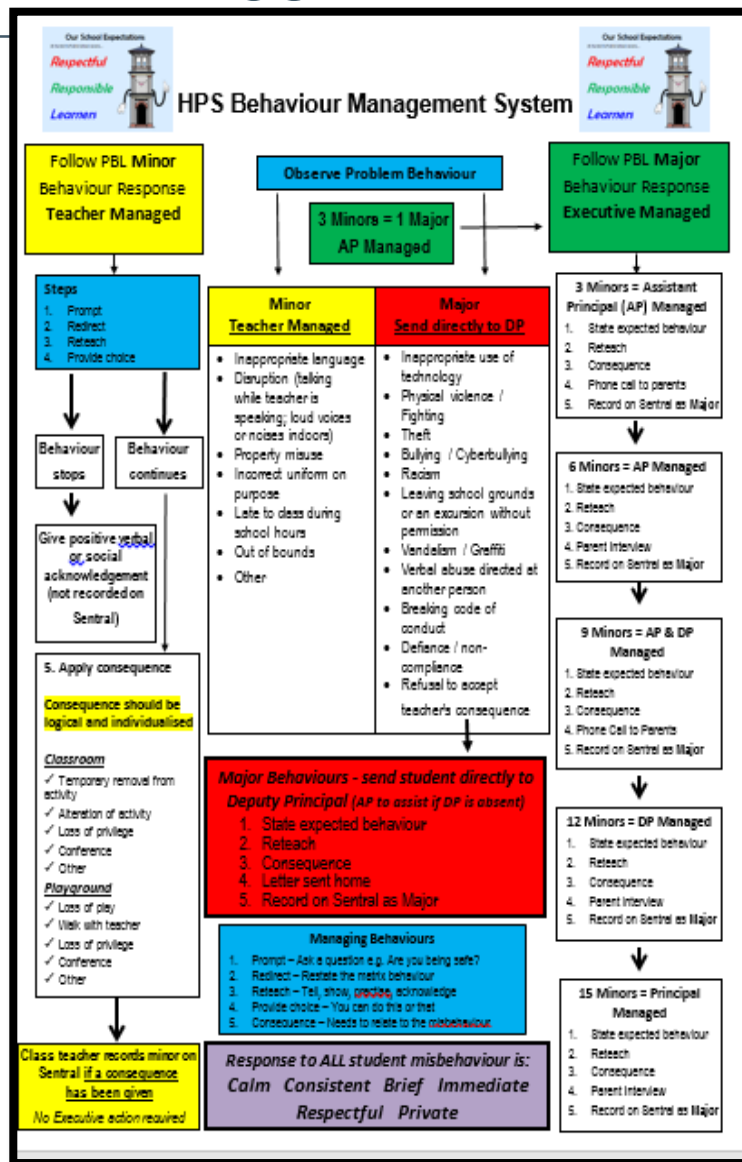
Respect To be respectful, we: Cooperate with everyone Share equipment	Responsibility To be responsible, we: Wear a hat Sit down while eating Put rubbish in the bin Play safely in the correct area Line up when we hear the music	Learning To be learners, we: Follow the rules of the game Encourage each other to join in
<b>Context</b> Where is performance of the rules expected?	<b>Playground</b>	
<b>Tell</b> Introduce the rule and discuss why it is important.	<ul style="list-style-type: none"> <li>Go through each rule, using the language of the matrix</li> <li>Think/Pair/Share: ask students to explain why we have these rules</li> </ul>	
<b>Show</b> Teacher/students demonstrate expected behaviour. Teacher always models non-examples.	<ul style="list-style-type: none"> <li>In small groups, role play positive examples and share with the whole class</li> <li>Y chart – looks like, sounds like, feels like</li> <li>Discuss <u>which is the correct area/s for your class to play in</u>. Go to these areas and show the playground lines that indicate out of bounds.</li> <li>Teacher demonstrates non-examples and asks students what is wrong/ what expectation <u>is not being met?</u></li> </ul>	
<b>Practise</b> Give students opportunities to <u>role play</u> the rule across all relevant settings.	<ul style="list-style-type: none"> <li>Go to the playground and practise each of the rules, e.g.                             <ul style="list-style-type: none"> <li>Share equipment</li> <li>Play games and teach the rules of the game</li> <li>During eating time, practise sitting down to eat and then putting rubbish in the bin</li> </ul> </li> </ul>	
<b>Monitor</b>	<del>Correct</del> / Remind Anticipate and give students a reminder to perform behaviour.	Prompt before recess and lunch and make sure students are wearing their hats. Use eating time to check that students are putting rubbish in the bin.
	Supervise Move, scan and interact with students.	During playground duties, actively supervise, scan and follow up when students tell you something.



## 4. A CONTINUUM OF PROCEDURES FOR ENCOURAGING EXPECTED BEHAVIOUR



# 5. CONTINUUM OF PROCEDURES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR



# 6. PROCEDURES FOR ONGOING MONITORING AND EVALUATION

## PBIS Student Survey Yrs 3-6

### 1. List the three school rules

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 2. We have weekly lessons about the rule of the week (or social skills).

Yes ☐ No ☐

### 3. The activity for a rule of the week I liked the most was:

\_\_\_\_\_

### 4. All children follow the rules & behave in my class (when my teacher is here)

Yes ☐ No ☐

### 5. All children follow the rules & behave in my class (when ANOTHER teacher is here)

Yes ☐ No ☐

### 7. I feel safe on the playground

Yes ☐ No ☐

### 8. It is much easier to see the teacher on duty when (s)he wears the yellow vest

Yes ☐ No ☐

### 9. The safest part of the playground is:

\_\_\_\_\_

### 10. The most unsafe part of the playground is:

\_\_\_\_\_

### 11. I know what to do if I have a problem of the playground

Yes ☐ No ☐

### 12. Do you always report things that upset you to a teacher?

Yes ☐ No ☐

### 14. Bullying is:

\_\_\_\_\_

### 15. I got bullied

Yes ☐ No ☐ Sometimes ☐

### 16. I have bullied someone

Yes ☐ No ☐ Sometimes ☐

### 17. I have helped someone who was bullied by:

\_\_\_\_\_

### Interview & Observation Example #1

1 Be Respectful, 2 Be Responsible, 3 Hands & Feet to Self & Follow Directions 5 Be there, Be Ready

### Interview and Observation Form

Staff questions (Interview a minimum of 10 staff members)										Team member questions				Student questions		
	What are the school rules? Record the # of rules known.	Have you taught the school rules/ behave, esp. to students this year?	Have you given out any <u>yellow vests</u> since Sept. (2 mos.)	What types of student problems do you or would you refer to the office?	What is the procedure for dealing with a gun?	Is there a team in your school to address school-wide behavior support systems?	Are you on the team? If yes, ask team questions	Does your team use discipline data to make decisions?	Has your team taught/ reviewed SW program w/ staff this year?	Who is the team leader/ facilitator?	What are the school rules? Record the # of rules known	Have you received a <u>yellow vest</u> since Sept.?				
1	6/5	(Y) N	(Y) N	Fighting	+	(Y) N	(Y) N	(Y) N	(Y) N	Bill	1 5/5	(Y) N				
2	6/5	(Y) N	(Y) N	Fighting	+	(Y) N	(Y) N	(Y) N	(Y) N	Bill	2 7/5	(Y) N				
3	5/5	(Y) N	(Y) N	Harass	+	(Y) N	(Y) N	(Y) N	(Y) N	Bill	3 6/5	(Y) N				
4	5/5	(Y) N	(Y) N	Harass	+	(Y) N	(Y) N	(Y) N	(Y) N	Bill	4 5/5	(Y) N				
5	5/5	(Y) N	(Y) N	Fighting	+	(Y) N	(Y) N	(Y) N	(Y) N	Bill	5 5/5	(Y) N				
6	5/5	(Y) N	(Y) N	Fighting	+	(Y) N	(Y) N	(Y) N	(Y) N	Bill	6 4/5	(Y) N				
7	6/5	(Y) N	(Y) N	"	+	(Y) N	(Y) N	(Y) N	(Y) N	Bill	7 1/5	(Y) N				
8	5/5	(Y) N	(Y) N	"	+	(Y) N	(Y) N	(Y) N	(Y) N	Bill	8 6/5	(Y) N				
9	6/5	(Y) N	(Y) N	"	+	(Y) N	(Y) N	(Y) N	(Y) N	Bill	9 5/5	(Y) N				
10	6/5	(Y) N	(Y) N	"	+	(Y) N	(Y) N	(Y) N	(Y) N	Bill	10 5/5	(Y) N				
11		(Y) N	(Y) N			(Y) N	(Y) N	(Y) N	(Y) N	Bill	11 5/5	(Y) N				
12		(Y) N	(Y) N			(Y) N	(Y) N	(Y) N	(Y) N	Bill	12 6/5	(Y) N				
13		(Y) N	(Y) N			(Y) N	(Y) N	(Y) N	(Y) N	Bill	13 5/5	(Y) N				
14		(Y) N	(Y) N			(Y) N	(Y) N	(Y) N	(Y) N	Bill	14 6/5	(Y) N				
15		(Y) N	(Y) N			(Y) N	(Y) N	(Y) N	(Y) N	Bill	15 5/5	(Y) N				
Total							X				Total					
Location																
Are rules & expectations posted?	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N				
Is the documented crisis plan posted?	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N	(Y) N				

School-wide Evaluation Tool version 2.0, November 2001  
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Educational and Community Supports  
University of Oregon

Revised 11/21/02 DP



## 7. SYSTEMS FOR COMMUNITY

### Values In Action Awards

The students listed below will receive their **medal** on Monday 14th August 2017 at the whole school morning assembly. Congratulations! Parents are most welcome to see their child receive their award.

Abedah Z. 3G    Rebecca Z. 4R    Jonathan Z. 4P    Alena L. 5H

The students listed below will receive their **GOLD** award on Monday 14th August, 2017 at the whole school morning assembly. Congratulations! Parents are most welcome to see their child receive their award.

Agnes L. 2A	Elias T. 3D	Benson C. 4K
Emilia G. 2S	Grace K. 3D	Elyse T. 4M
		Mary H. 5K

**Our award system is as follows:**  
 5 Values in Action Awards (mixture) = 1 Bronze Award  
 5 Bronze Awards = 1 Silver Award  
 2 Silver Awards = 1 Gold Award  
 2 Gold Awards = Medal

Please keep awards in a safe place so that students can trade them in when they have achieved next level of award.

8.26 x 11.70 in **Jessica Maakaroun – Assistant Principal**

### Positive Behaviour for Learning (PBL)



#### Positive Behaviour for Learning (PBL)

At Hurstville Public School, our school expectations are **Respectful Responsible Learners**.

This week the focus was on the **canteen** and next week the focus will be on how the students **transition** around the school. Below is a list of expected behaviours in each of these areas.

#### At the canteen:

Respect	Responsibility	Learning
To be respectful, we:	To be responsible, we:	To be learners, we:
Use own money to buy food for ourselves	Line up in the designated line	Know what we want to buy
	Join the end of the line	
	Buy food and return to our play area	
	Take lunch order to the canteen in the morning	

8.26 x 11.70 in  
Page 20

## WHY IS IT NECESSARY TO INVEST IN EFFECTIVE CLASSROOM PRACTICES?

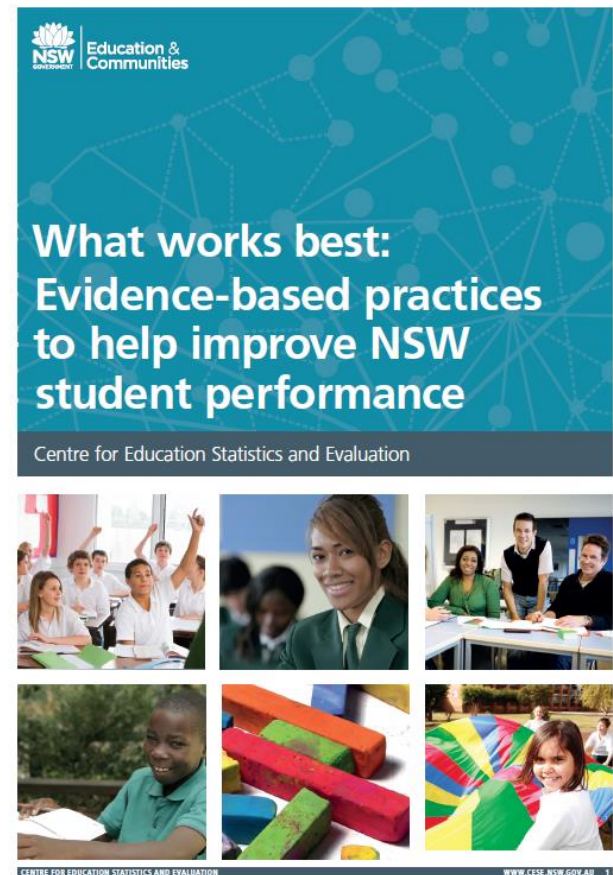
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**We *can* enable  
environments to  
increase the likelihood  
students develop  
wellbeing and  
academic success.**

# IMPROVING STUDENT PERFORMANCE – 7 THEMES

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1. High expectations
2. Explicit teaching
3. Effective feedback
4. Use of data to inform practice
5. Classroom management
6. Wellbeing
7. Collaboration





# SEVEN ESSENTIAL FEATURES



# STUDENT WELLBEING

## WHY IS STUDENT WELLBEING IMPORTANT?



Higher academic achievement



Better mental health



More likely to complete Year 12



Contribute to community wellbeing





# GOALS FOR POSITIVE BEHAVIOUR FOR LEARNING

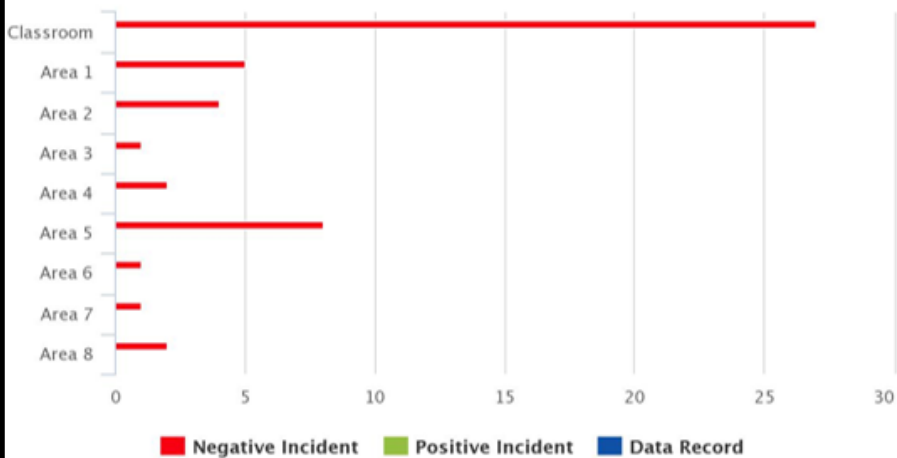
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- Build effective environments where positive behaviour is more effective than problem behaviour
- Build systems that support teaching, learning and leading
- Create learning environments that encourage pro-social behaviour
- Teach all students what is expected of them
- Provide a continuum of learning and wellbeing support for students who need more support

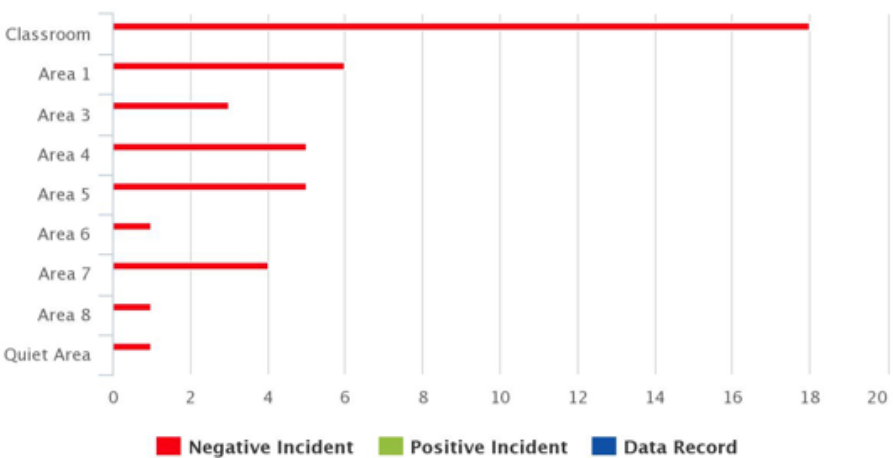
# PBL IS DATA DRIVEN

## Incidents by Location

Minor



Major



Sentral Education

Sentral Education

## PBL PROMOTES AGREED PERSPECTIVES

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# PBL IS ...

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...A **proactive** approach that equips all staff and students with **tools** and **skills** to create a **positive learning environment**.

## WHEN PBL IS IMPLEMENTED EFFECTIVELY:

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- **Schools are proactive by:**
  - Defining expected behaviors.
  - Explicitly teaching expected behaviours.
  - Acknowledging expected behaviours.
- **Schools work smarter, systemically and collectively:**
  - By a team based problem solving approach using school data to inform decisions.
  - To deliver consistent, strategic and evidence based interventions.
- **Schools work with a common vision, common language and common practices through:**
  - A transparent and inclusive process.
  - Involving staff, students, parents, carers and the school community.

[www.pbl.schools.nsw.edu.au](http://www.pbl.schools.nsw.edu.au)

## Positive Behaviour for Learning (PBL)


Supporting students, teachers and communities

email: [pbl@det.nsw.edu.au](mailto:pbl@det.nsw.edu.au)

Phone: See contact us

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Positive Behaviour for Learning is an evidence-based whole school process to improve learning outcomes for all students.

CALENDAR

[More details »](#)

LATEST NEWS & FEATURES

 [December Newsletter \(pdf 1 MB\)](#)  
15/12/2014

### PBL Expo Newcastle

The PBL Expo was held in Newcastle on 20 November 2014. It was a great success, attracting more than 400 visitors during the day from the Northern NSW border to the Central Coast. The Expo showcased the fantastic PBL... [Read more](#)

### Upcoming training opportunities

Please check back later.... [Read more](#)


### Classroom management professional learning

Take a look at the Centre of Education Statistics and Evaluation website for research and evidence based tips on classroom management. The fact sheet can be used as a springboard for discussion with teachers preparing to... [Read more](#)


### Welcome to the PBL website

Thank you for visiting the PBL website. Here you will find information on PBL, contacts for PBL support, resources and information on upcoming events and training. For any questions or comments regarding PBL please email... [Read more](#)


PHOTO GALLERY



**PBL Expo Newcastle 2014**  
20 photos



**Hebersham Pride**  
15 photos



**PBL on Show in Dubbo**  
13 photos

[More albums »](#)



# QUESTIONS



## Positive Behaviour for Learning



**At home:**

<b>Respectful</b>	
<b>Responsible</b>	
<b>Learners</b>	

## Positive Behaviour for Learning Parent Information Session

### Exit Slip 6/9/17

Thank you for your attendance at our PBL Parent Information Session. Please take the time to complete the survey below before you leave.

Indicate using the 1 – 5 scale how relevant each statement is to the PBL session.

1 being strongly disagree and 5 being strongly agree.

The session was engaging and informative. 1 2 3 4 5

My understanding of PBL has developed due to attending the session. 1 2 3 4 5

I have an understanding of how negative behaviour is managed at HPS. 1 2 3 4 5

I understand the award system at HPS. 1 2 3 4 5

I am planning to use the PBL framework at home. 1 2 3 4 5

Any other comments would be greatly appreciated:

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If you are interested in being a parent representative on the PBL team, please write your details below.

Name: \_\_\_\_\_

Phone number: \_\_\_\_\_



We greatly value any feedback you can provide.