



HIGHVALE SECONDARY COLLEGE
SCHOOL WIDE POSITIVE
BEHAVIOUR SUPPORTS

Parent Booklet

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Intro to SWPBS

- The following booklet is designed for parents to see some of the main concepts being implemented across the College to build the communities actions and behaviours to reflect the College values and encourage the development of well-rounded contributing global citizens.
- The College Strategic Plan, and in line with best practice, is reviewing and developing student management practices that support learning and creating an environment for this to occur.
- Our aim is to develop a culture of positive interaction based on the College Values.

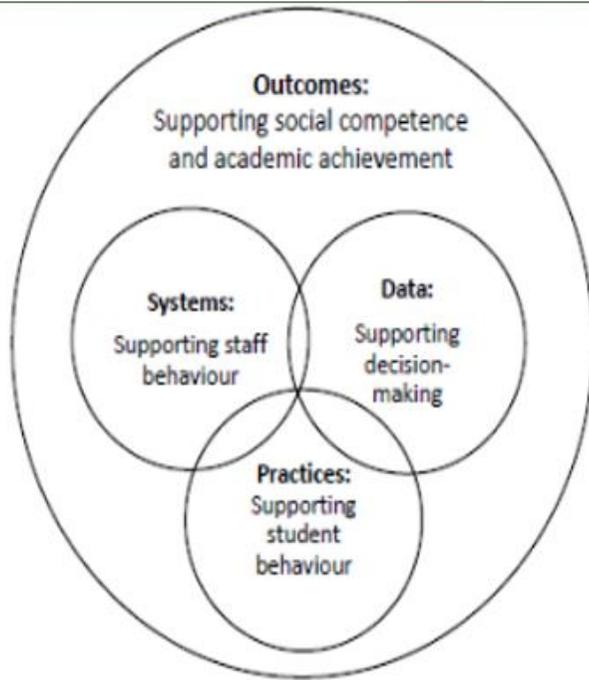
Respect, Responsibility, Resilience, Integrity, Excellence

VALUE	QUALITIES
RESPECT	<ul style="list-style-type: none">- Self esteem- Courtesy- Pride- Having regard for yourself, others and property- Listening with understanding and empathy
RESPONSIBILITY	<ul style="list-style-type: none">- Cooperation- Accountability for actions and words- Trust- Managing impulsivity

EXCELLENCE	<ul style="list-style-type: none">- Commitment- Motivation- Striving to achieve ones potential- Thinking and communicating with clarity and precision- Striving for accuracy
RESILIENCE	<ul style="list-style-type: none">- Persistence- Open for continuous learning
INTEGRITY	<ul style="list-style-type: none">- Being honest- Thinking independently

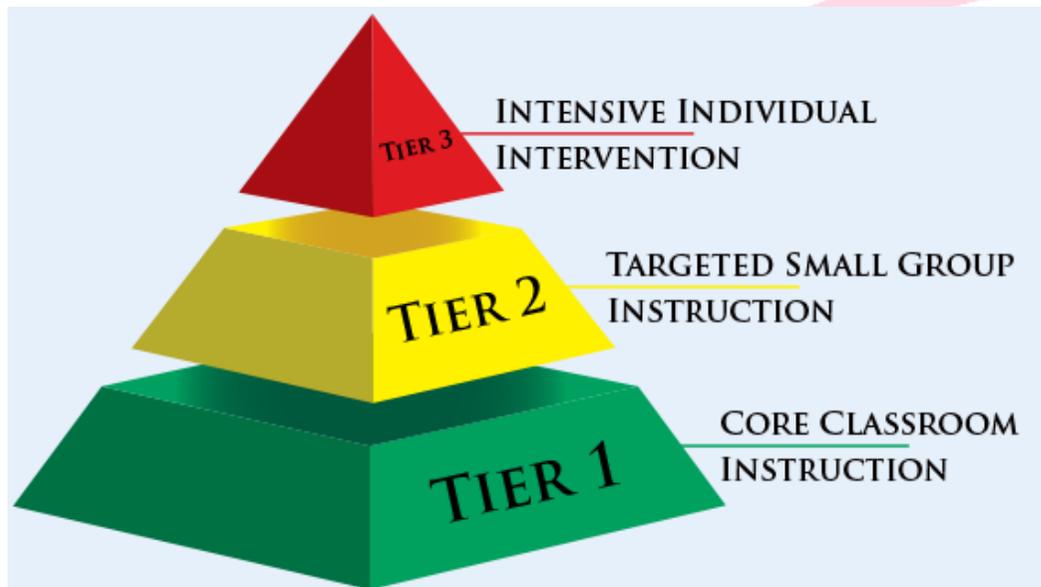
- **SWPBS is a whole-framework which provides school professionals with an approach to promote improved behaviour at their school. It aims to improve the social, emotional and academic outcomes of students.**
- SWPBS looks to achieve these outcomes by developing the systems and practices of staff and students as well as looking at the data to see what the major issues are, and what impact intervention has on the data.
- SWPBS is not a lesson by lesson process

- At the College we are working on the three areas below (system, Data and Practices). By looking at all three areas we ensure that decision making is made drawing from all three elements. This leads to a more informed approach rather than best guess or anecdotal beliefs.



- SWPBS is a 3 tiered approach to student management. As a College we will be focusing on tier 1 initially. Once we have that established and functioning well we will move on to tier 2 and then 3.

- Tier 1 is focused on our classroom practices.



Positive Behaviour Purpose Statement

- The first step:

- Was the development of a College wide statement that encapsulates what we as a community are working to achieve through our Values.
- It is a short statement
- Supportive in its wording
- Linked to academic performance and positive behaviours

HIGHVALES PURPOSE STATEMENT

- At Highvale Secondary College, we are making a difference by upholding the College Values of Respect, Responsibility, Resilience, Integrity and Excellence. We take responsibility for our own learning and behaviour and strive for a safe and positive learning environment for all.

- The table below is a good reference point for the College when looking at behaviours and the factors influencing them at a school level.

School-Wide Positive Behaviour Support

Seven Essential Features of Universal Prevention: Tier 1

OUTCOMES
SYSTEMS
DATA
EVIDENCE BASED PRACTICES

1. Common Philosophy & Purpose

Common language, vision and experience

- ❖ Positive and proactive philosophy
- ❖ Guiding principles for student behaviour
- ❖ Documentation
- ❖ Behaviour purpose statement for social and academic success
- ❖ Understanding of SWPBS
- ❖ Commitment

2. Leadership

Leadership and school wide support

- ❖ Principal support, participation and leadership
- ❖ SWPBS listed as a top School Improvement Goal
- ❖ SWPBS team
- ❖ Representative membership
- ❖ Operating procedures
 - scheduled meetings
 - roles and responsibilities
 - standard agenda format
 - consensus strategies
 - developing and following operational plan
- ❖ Communication System
 - disseminating information
 - presenting data
 - receiving feedback form stakeholders

3. Clarifying Expected Behaviour

Clearly defined set of expected behaviours

- ❖ Define school-wide expectations
 - 3 to 5
 - 1 to 3 words per expectation
 - positively stated
 - contextually/culturally appropriate
 - selected by >80% of staff
- ❖ Develop visuals
- ❖ Routine & procedures for non-classroom settings
- ❖ Create school behaviour matrix
 - setting
 - specific
 - positively stated
- ❖ Define specific behaviours
 - observable
 - measurable
 - positively stated
 - understandable
 - always applicable
- ❖ Align success with school wide expectations

4. Teaching Expected Behaviours

Procedures for teaching and practising expected behaviour

- ❖ Teach behaviour skills like academic skills
- ❖ School-wide lesson schedule
- ❖ Lessons designed for school-wide, non-classroom and classroom expectations
- ❖ Staff use common language in all settings with all students.
- ❖ Define/tell
 - matrix expectations
 - specific skill
 - context
- ❖ Teach/show/model
 - examples
 - check for understanding
- ❖ Practice, monitor, re-teach
 - implicit/explicit
 - pre-correct/remind
 - active supervision
 - provide feedback

5. Acknowledging Expected Behaviour

Continuum of procedures for acknowledging expected behaviours

"You get what you pay attention to"

- ❖ Vocabulary
 - reinforcement
 - positive & explicit feedback
 - encouragement
 - acknowledgment
- ❖ Winning over
- ❖ Effective positive feedback
 - specifically describe the behaviour
 - provide a rationale
 - can include a positive consequence
- ❖ Ratio of 4 positives to 1 correction or redirection (4:1)
- ❖ School-wide tangible reinforcers
- ❖ A continuum of reinforcers
 - Level One- Free and Frequent
 - Level Two – Short Term Intermittent
 - Level Three – Strong and Long-term

6. Responding to Inappropriate Behaviour

Continuum of procedures for responding to inappropriate behaviours

Minor Behaviours – Classroom Managed

- ❖ Natural/logical consequence
 - designed to teach a new behaviour
 - immediate (where appropriate)
 - calm and neutral in tone
 - followed through
 - clear, specific, easy to understand
 - preserves students' dignity
 - promotes motivation to learn
- ❖ General Considerations
 - consistency
 - specific yet brief
 - neutral
 - re-direct/re-teach
 - provide choice
 - conference (where appropriate)

Major Behaviours – Leadership/Office-managed

- ❖ Office/Leadership referral (ODR)
- ❖ Follow
 - Positive Behaviour Support Plan (PBSP)/Behaviour Management Plan (BMP)
 - Student Safety Plans
- ❖ Follow-up
 - SWPBS Referral
 - Student Support Group meeting
 - Functional Behaviour Assessment

7. Ongoing Monitoring

Procedures for record keeping and decision-making and ongoing monitoring (data)

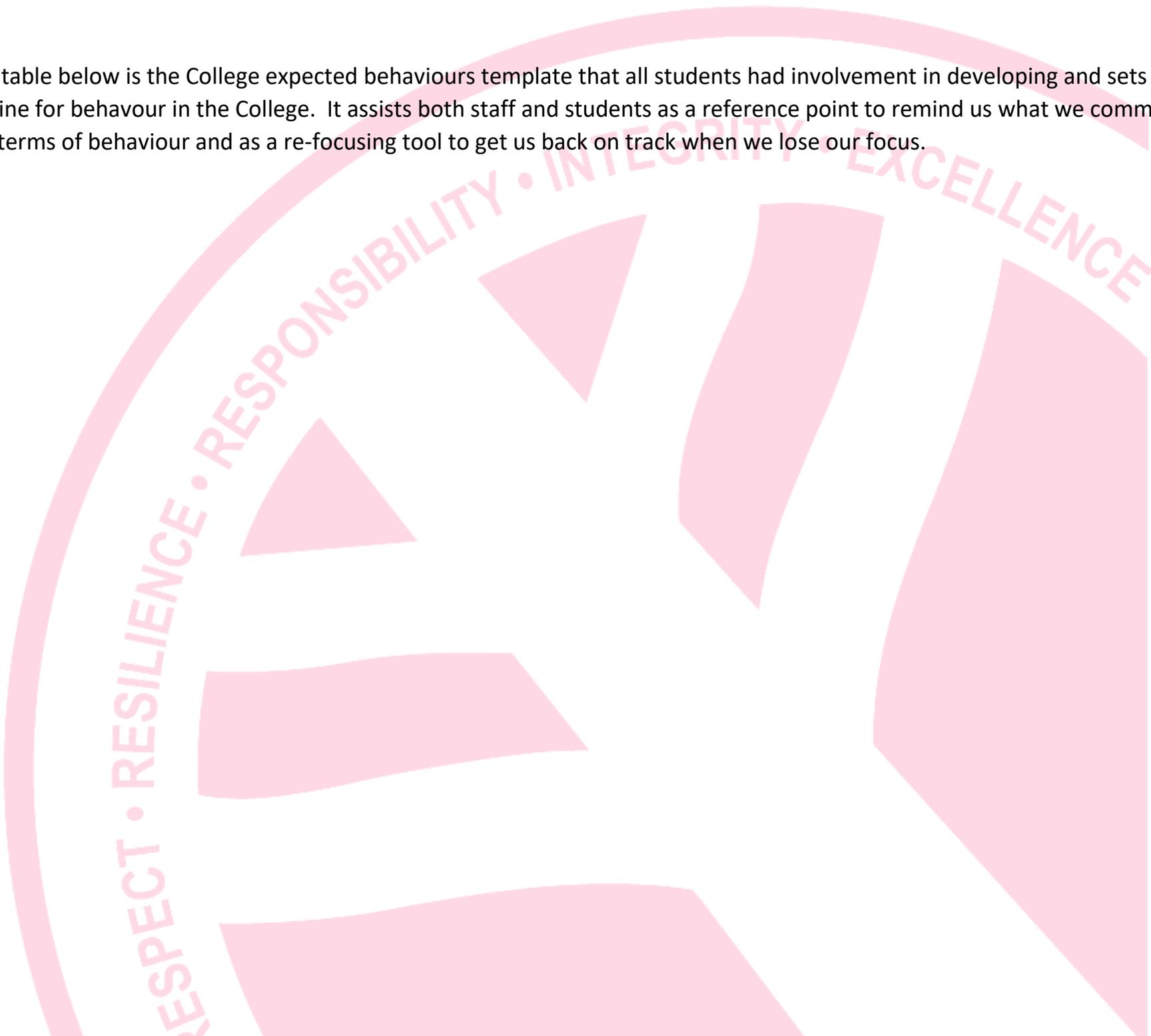
- ❖ Data for decision making
 - analyse at least monthly
 - informs team problem-solving process
- ❖ Monitoring implementation
- ❖ Behavioural outcomes (Big 5 Data Decision Guide)
 - average per day (frequency)
 - behaviour
 - location
 - time
 - students/staff involved
- ❖ SWPBS assessments

SWPBS Framework
SWPBS emphasizes four integrated elements:

- data** for decision making,
- measurable outcomes** supported and evaluated by data
- practices** with evidence that these outcomes are achievable
- systems** that efficiently and effectively support implementation of these practices.

SWPBS Framework
SWPBS emphasizes four integrated elements:

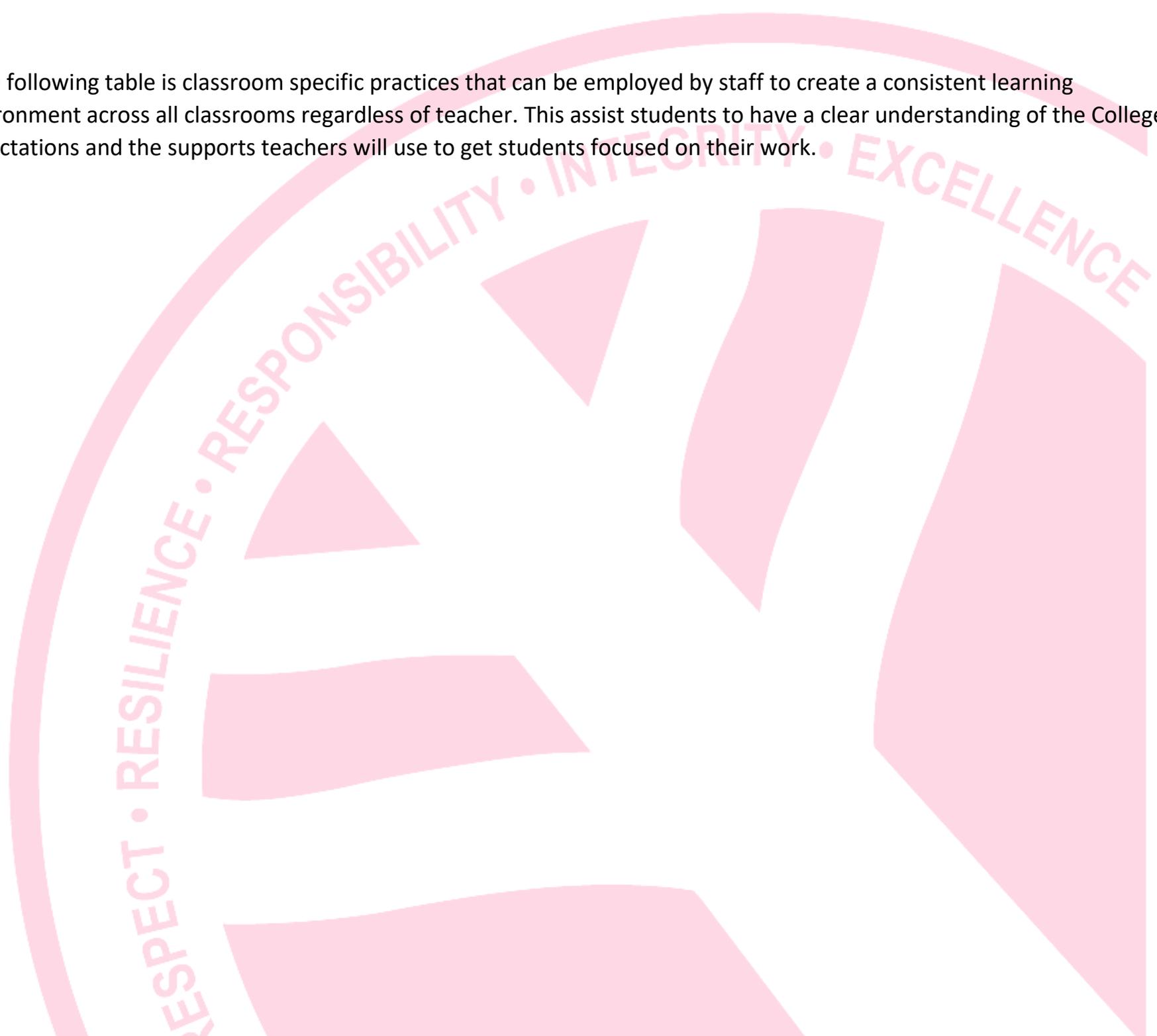
- The table below is the College expected behaviours template that all students had involvement in developing and sets the baseline for behaviour in the College. It assists both staff and students as a reference point to remind us what we committed to in terms of behaviour and as a re-focusing tool to get us back on track when we lose our focus.



HIGHVALE SECONDARY COLLEGE POSITIVE BEHAVIOUR EXPECTATIONS – STUDENTS

	RESPECT	RESPONSIBILITY	RESILIENCE	EXCELLENCE	INTEGRITY
Classroom	<ul style="list-style-type: none"> - Everyone has the right to learn/ speak without being interrupted - I will follow the classroom expectations and treat other students well 	<p>I will</p> <ul style="list-style-type: none"> - be prepared - be curious about learning - I am respectful - I respond well to teacher instructions 	<p>I will</p> <ul style="list-style-type: none"> - be positive, persistent and always try hard, never giving up - actively listen and ask questions if I am unsure - accept constructive criticism and improve my performance from it 	<p>I will</p> <ul style="list-style-type: none"> - strive for excellence and work to the best of my ability - be supportive of others 	<p>I will</p> <ul style="list-style-type: none"> - listen when people are talking without distraction - positively respond to others - report improper conduct and damage to the classroom
Assemblies	<ul style="list-style-type: none"> - During assembly, I give full attention to speakers and performers 	<ul style="list-style-type: none"> - I respect speakers and presenters - I always focus on those speaking and the message they are conveying 	<ul style="list-style-type: none"> - I will sit quietly and focus on the presentations - I will be engaged and involved as a positive member of Highvale 	<ul style="list-style-type: none"> - I will engage with the assembly in a positive and respectful manner. I will actively listen and show appreciation 	<ul style="list-style-type: none"> - I will ensure I arrive on time and settle quickly and listen respectfully
Yard Duty / Grounds	<ul style="list-style-type: none"> - I am kind to others and use appropriate language - I respect the environment - I treat others with kindness and respect at all times 	<ul style="list-style-type: none"> - I behave in a manner that is safe for all - I take care of my environment, including the locker bay, by putting rubbish in bins and keeping to paths - I will stay out of 'out of bounds' areas 	<ul style="list-style-type: none"> - Involve friends and others outside my friendship group in activities to enhance the connectedness between community members - Show mateship 	<p>I will</p> <ul style="list-style-type: none"> - show pride and care for College environment - assist students who are harmed or look like they are troubled - display patience while at the canteen 	<p>I will</p> <ul style="list-style-type: none"> - support my fellow students and report any issues to the nearest staff member - own and be responsible for my actions - I can set a positive example for other students through language and behaviour
In the Community	<ul style="list-style-type: none"> - When in the community I assist those in need and treat everybody with respect - When representing the College I always wear correct uniform 	<ul style="list-style-type: none"> - I use appropriate language - I am polite and respectful towards all - I represent the College with dignity and pride 	<ul style="list-style-type: none"> - I seek assistance and support from parents, teachers, friends if I have a problem - I maintain excellent standards at all times 	<ul style="list-style-type: none"> - I show respect to myself and the College community by representing myself in a polite, caring and helpful manner 	<ul style="list-style-type: none"> - I am polite, fair and inclusive to everyone and treat people with respect - I will be honest and report any inappropriate behaviour - I conduct myself respectfully and contribute where possible
Electronic Communication & ICT	<ul style="list-style-type: none"> - I look after all ICT equipment - I am mindful and careful of my online impact - I use ICT in class as an additional resources when teacher permitted 	<ul style="list-style-type: none"> - Say 'No' to online bullying. - Support and implement positive use of technology - Report any damage of ICT equipment - I will back up my work 	<ul style="list-style-type: none"> - I will ensure work is submitted online even if I am not at school. - If someone sends offensive or inappropriate messages, I will block and report them - I will not engage in hurtful behaviours online 	<ul style="list-style-type: none"> - I will ensure I use ICT in a lawful, appropriate manner being respectful to others and conscious of my digital footprint 	<p>I will</p> <ul style="list-style-type: none"> - respect other peoples work and profiles - look after the equipment and report damage - ensure the work I submit is my own

•The following table is classroom specific practices that can be employed by staff to create a consistent learning environment across all classrooms regardless of teacher. This assist students to have a clear understanding of the College expectations and the supports teachers will use to get students focused on their work.



School Wide Positive Behaviour Support – Universal Supports Classroom Systems for learning



School-wide Positive Behaviour Support: Universal Supports Classroom Systems for Learning

Relationships

Creating a positive classroom climate requires attention to the interactions between teachers and students.

The use of preferred adult behaviours includes

- ❖ proximity
- ❖ active listening
- ❖ eye contact
- ❖ pleasant tone of voice
- ❖ smile and use students name

Classroom Environment

Organising the physical space will include attention to:

- ❖ layout of learning space to allow movement, access to resources and defined areas for working
- ❖ lighting, ventilation and temperature control
- ❖ seating arrangements and plans
- ❖ storage of student, teacher and class resources
- ❖ displays of student work
- ❖ posting expectations and routines
- ❖ schedules and timetables

SWPBS Problem Solving Process and Continuum



Active Supervision

3 components: *moving, scanning, interacting*

- ❖ Allows for the provision of immediate learning assistance
- ❖ Increases student engagement
- ❖ Reduces inappropriate and increases appropriate behaviour
- ❖ Provides knowledge of students' use of expectations
- ❖ Allows for encouragement of those using expectations or appropriate behaviour
- ❖ Allows for timely correction of learning errors (academic/social-emotional)

Classroom Expectations

To be effective, classroom behaviours/rules need to be linked to the 3-5 school-wide expectations, student negotiated, clearly posted, explicitly taught, and specifically reinforced.

They should be

- ❖ Observable
- ❖ Measurable
- ❖ Positively stated
- ❖ Understandable
- ❖ Always applicable

Encouraging Expected Behaviour

Effective encouragement at a rate of 4:1 will increase:

- ❖ on task behaviour
- ❖ correct responses, work productivity and accuracy
- ❖ attention and compliance
- ❖ cooperative play
- ❖ foster intrinsic motivation

Four components of effective recognition and encouragement of students

1. Adult non-contingent and contingent attention
2. Effective specific positive feedback
3. Use of a tangible reinforcement system
4. A menu or continuum of reinforcers.

Opportunities to Respond

Definition: Is an instructional question, statement or gesture made by the teacher seeking an academic response from students.

- ❖ **Verbal Responses** – orally answering a question, sharing their ideas, reviewing or summarising prior learning, repeating a new concept.
 - Individual questioning
 - Choral responding
- ❖ **Non-verbal Responses** - white boards, response cards, student response systems (technology devices, nonverbal e.g. thumbs up), guided notes
- ❖ **Other practices** –computer assisted instruction, class-wide peer tutoring, direction instruction

Activity Sequence and Choice

Empowering students increases student engagement and personal motivation.

For students who *can* do assigned academic work but *choose not to* do it consider ...

- ❖ Activity sequencing
 - a. task interspersal
 - b. behaviour momentum
- ❖ Choice
 - a. order of completion
 - b. materials used to complete task
 - c. whom they work with
 - d. where they will work
 - e. what they can do once task is complete

Choice can be used class wide, to groups or with individual students.

Classroom Procedures and Routines

- ❖ Clarification of individual classroom routines/activities.
- E.g. entering room, large group instruction, small group activities and independent seatwork time
- ❖ Explicitly teach using:
 - TELL
 - SHOW
 - PRACTISE
 - ❖ Prompt or pre-correct regularly for success
 - ❖ Continuously supported through monitoring and providing specific feedback

Responding to Challenging Behaviour

Staff manage MINOR behaviour errors by addressing and correcting just as they would an academic error.

General considerations

- ❖ Consistency
- ❖ Active supervision
- ❖ Pre-corrects
- ❖ Calm, immediate response
- ❖ Specific, yet brief
- ❖ Quiet, respectful interaction with student
- ❖ Refocus class if needed

Remember the importance of prevention

Task Difficulty

Many behaviour problems are the result of a mismatch between the task and a student's skills or strengths.

Adjustments can be made in 3 ways

- ❖ Assignments length or time frame allotted
- ❖ The mode of task completion
- ❖ The extent of instruction or practise provided

- The following table gives some suggestions as to the types of positive reinforcement strategies teachers employ to recognize student's positive behaviours.



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Positive Reinforcement Menu

Positive Reinforcement procedures are used to establish, maintain and generalise desirable learning behaviours in students in order to increase the likelihood of them occurring again. Below is a list of positive reinforcers for you to consider when working with your classes and developing individual behaviour plans.

+	Physical Reinforcers	<ul style="list-style-type: none"> • High fives • Smiles with each completed task shaking the students had • Patting student on the back
	Verbal Reinforcers	<ul style="list-style-type: none"> • Specific praise from classroom teacher e.g. Good job, you made a good choice, you worked carefully on that assignment. • Specific praise from another teacher e.g. team teachers, YLC, member of Prin team • Specific Praise from peers: peer recognition system
	Contingent Access	<ul style="list-style-type: none"> • Desired activity contingent of completion of less preferred activity • Time on computer • Listening to music • Sitting at teachers desk • First to leave at recess or lunch • Headphones for 5 minutes
	Tangibles	<ul style="list-style-type: none"> • Positive notes in planner • Positive phone calls home • Positive Chronicle entries • College Values Awards • Recognition in newsletter • Stickers • Stamps • Lollies
	Tokens and Points	<ul style="list-style-type: none"> • Tokens or points to achieve tangibles, contingent access or verbal praise • Point systems designed in class
	Privileges	<ul style="list-style-type: none"> • Passes or immediate verbal permission to Exempt an assignment • Get an extra point of a test, permission to chose seat for a period • Permission to select task the class will work on
	Other	<ul style="list-style-type: none"> • Negotiate with students, families regarding other appropriate reinforcers

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Major and Minor Behaviours of Highvale Secondary College:

As a staff we looked at a range of behaviours and categorised them from worst or 'Major' behaviours through to the lowest "minor" behaviours. Moving forward these will be a basis of reference.

Behaviour	Major / Minor
Criminal Behaviour	Major
Physical aggression	Major
Harassment	Major
Forgery / Theft	Major
Property Damage	Major
Abusive language	Major
Defiance	Major
Absconding	Major
Property misuse	Minor
Physical contact	Minor
Non compliance	Minor
Inappropriate language	Minor
Disruption	Minor
Cheating / plagiarism	Minor
Fractional truancy	Minor
Mild disruption	Minor
Late to class	Minor
Dress code violation	Minor

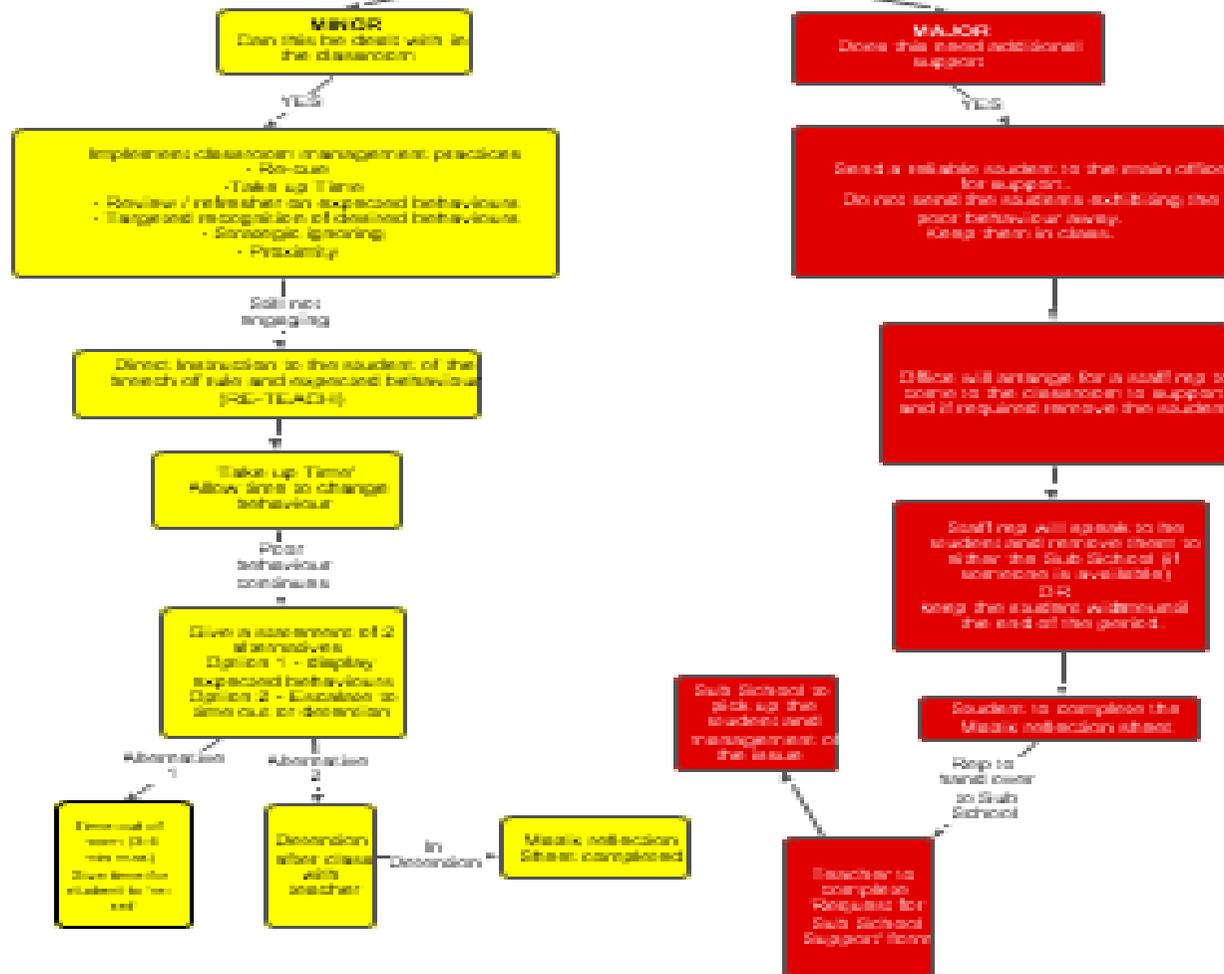
'Major' behaviours are ones that require any external support from the Sub schools, learning Area heads etc, to manage.

'Minor' behaviours are those that are dealt with by the teacher and don't require additional support from the sub schools.

Now that we have these identified, we can utilise our Continuum of Response as a reference tool for how to respond to behaviours.

Continuum of Response

Positive Classroom Principles being applied (Green Sheet)



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HIGHVALE SECONDARY COLLEGE PURPOSE STATEMENT:

At this school, we are making a difference by upholding the College values of Respect, Responsibility, Resilience, Integrity and Excellence. We take responsibility for our own learning and behaviour, and strive for a safe and positive learning environment for all.

HIGHVALE MATRIX REFLECTION SHEET PROCESS:

If a student has reached a point where they need time to reflect on the behaviour and actions then a Matrix reflection sheet will be completed.

The reflection sheet is not to be done by the student in isolation. The reflection sheet is the opportunity for the student to reflect on their choices and for the staff member to discuss the issue and identify strategies that can be employed in the future to avoid reaching this point again. It needs to be framed in positive language with the emphasis being placed on the strategies that can be taken to get a better outcome.

The reflection sheet is one part of the 'Continuum of response' for the College. (Refer to flow chart)

Steps:

1. Ask student to reflect on their behaviour and look at the 'Student expected behaviour matrix' to circle the areas that have not been displayed.
2. Student then completes the questions on the reflection sheet.
3. Teacher then holds discussion with the student to go through what led to the behaviour, how this has impacted on others and what actions need to be undertaken to rectify the issue.
4. Student and teacher come to agreement about the plan of action moving forward.
5. Student implements behaviour changes.
6. Teacher looks for opportunity to praise the change in behaviour of the student to reinforce the change.
7. Teacher records on Chronicle that a reflection sheet has been completed and keeps the copy of the reflection sheet.

MATRIX REFLECTION SHEET

Date: _____

Name: _____

Focus Group: _____

1. On the reverse side of this sheet you will find the College Expected Behaviour Matrix. Please review these behaviours and identify (circle) which areas you have not been displaying.

2. Why do you think you are here?

3. Which of the College 'Expected behaviours' and 'Values' from our Matrix were not displayed by your actions/behaviour?

4. Behaviour(s) your teacher saw: Teacher: _____

Reason(s) for Behaviour:

Disrespectful to teacher / student	Distracting Others
Uncooperative, not following instructions	Out of Seat
Back Talking / Answering back	Other please identify

Did not want to work	Was confused about what to do
Wanted Attention	Was tired/hungry/not feeling well
Want acknowledgement from peers	Other reason please identify

5. My behaviour was not appropriate because: i) ii)

iii) iv)

6. Who has been affected by my behaviour? i) ii)

iii) iv)

7. I could have handled this better by... i)

ii)

iii)

Head of School/YLC/Teacher _____ Student: _____

Chronicle Entry made for this reflection – please use the Matrix reflection template for this.