

GOULBURN PUBLIC SCHOOL

PBL



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Last updated: 25/9/2019

Signed:..... Total Pages: 20

1. Positive Behaviour for Learning (PBL)

What is Positive Behaviour for Learning?

Improve learning outcomes through an evidence-based whole-school process.

What is Positive Behaviour for Learning?

Positive Behaviour for Learning is a process to create positive learning environments that enable student learning and wellbeing. It is underpinned by the support and commitment of the whole school community.

Goulburn Public School encourages student self-evaluation of progress and achievement on wellbeing goals. It helps students understand the consequences of choices and of their behaviours.

Positive Behaviour for Learning is based on a three-tiered continuum of prevention and intervention.

School-Wide Features include:

1. Common Language, Vision and Experience
2. Leadership and school-wide support
3. Establishing and Defining Expected Behaviour
4. Explicitly Teaching Expected Behaviour
5. Implementing a Continuum of Strategies to provide feedback and Reinforce Appropriate Behaviour
6. Implementing a Continuum of Strategies to Respond to Problem Behaviour
7. Continuous Collection and Use of Data for Decision Making and Ongoing Monitoring and Evaluation

1.1. Tier 1: Universal Prevention

Tier One of the Goulburn Public School's Positive Behaviour for Learning is universal prevention through a school-wide and classroom system for all students, staff and settings. Tier one focuses on creating systems that create an environment whereby school expectations are clearly and transparently communicated to all stakeholders within the school environment. Examples of Tier One is the development of school expectations and values demonstrated through signage and language used across the school.

The school is committed to a learning community that pursues eight student wellbeing goals. These student wellbeing goals are taught within the context of the Personal Development curriculum and are embedded into the whole school culture of success.

Each student at Goulburn Public School is supported to be:

- Safe
- Responsible
- Respectful
- Learner

GPS Expectation: Safe

Students will behave safely in and out of the school environment. They make safe choices at all times when moving around and interacting with others.

Students will:

- Hands off, Feet off
- Use equipment safely
- Walk safely
- Right place, right time

GPS Expectation: Respectful

Students care about the wellbeing of themselves and others. They are committed to the preservation of property and the environment.

Students will:

- Speak respectfully
- Listen to others
- Wear school uniform
- Use manners
- Respect yourself and others
- Respect the environment
- Take hat off inside
- Follow class expectations

GPS Expectation: Responsible

Students make positive behaviour choices. They are accountable for their decisions and actions. They act with honesty and integrity.

Students will:

- Follow through on commitments
- Report problems to the teacher and let the teacher deal with it
- Take care of property
- Be responsible for your belongings
- Put your rubbish in the bin

GPS Expectation: Learner

Students confidently apply thinking skills to a range of situations. They can analyse and evaluate ideas and articulate their understandings and opinions. They are self-aware and able to recognise their strengths as learners and their areas for development.

Students will:

- Be prepared for work
- Follow teacher instructions
- Actively participate
- Attend school every day
- Arrive to school on time

1.2. Tier 2: Targeted Intervention

Tier 2 targeted interventions address students' social-emotional learning through evidence-based programs which are delivered to small groups of students or individual students. Typically the classroom teacher helps the student apply their newly learned skills in the classroom and also build the teacher's capacity to understand and respond to students with unproductive and challenging behaviours. Small group interventions often include skill building and a self-monitoring process so that a student can manage their own behaviours. Students are taught to self-regulate and learn from natural consequences.

Tier 2 interventions build upon Tier 1 Universal Prevention systems, match students to interventions, monitor/review when deciding to maintain, generalise or intensify interventions and processes of communication between staff and families. General practices include social skills groups and Check-In, Check-Out (CICO).

Tier 2 interventions include:

- connect with and build upon the essential features of Tier 1 Universal Prevention
- connect with and build upon systems and practices of evidenced-based effective classroom practices
- establish team member roles and responsibilities, including identification of coordinators of the Tier 2 Targeted Group Intervention(s)
- use effective team meeting processes
- develop procedures and data decision rules for student identification
- provide behavioural assessment, interventions and supports
- coordinate the Tier 2 classroom problem solving process and Targeted Group Interventions
- coordinate and communicate with the team(s) that coordinates Tier 3 Intensive Individualised supports
- use data to monitor and evaluate student progress and overall program effectiveness
- communicate to all staff about interventions and responsibilities.

1.3. Tier 3: Intensive Intervention

Tier Three of the Goulburn Public School's Positive Behaviour for Learning is intensive interventions which involve systems for students with challenging behaviour and/or learning needs. Engaging children who exhibit inappropriate behaviour is about understanding their wellbeing, engagement and learning needs. It is about targeting resources to tailor a flexible quality learning environment that maximises their success.


It will typically involve a staff member working with the identified student with a focus on assisting the student to understand situations that might lead to inappropriate behaviour, teaching the student to self-regulate their behaviour with an emphasis on positive behaviour choices and assisting the student to engage in learning activities.

Tier 3 interventions include:

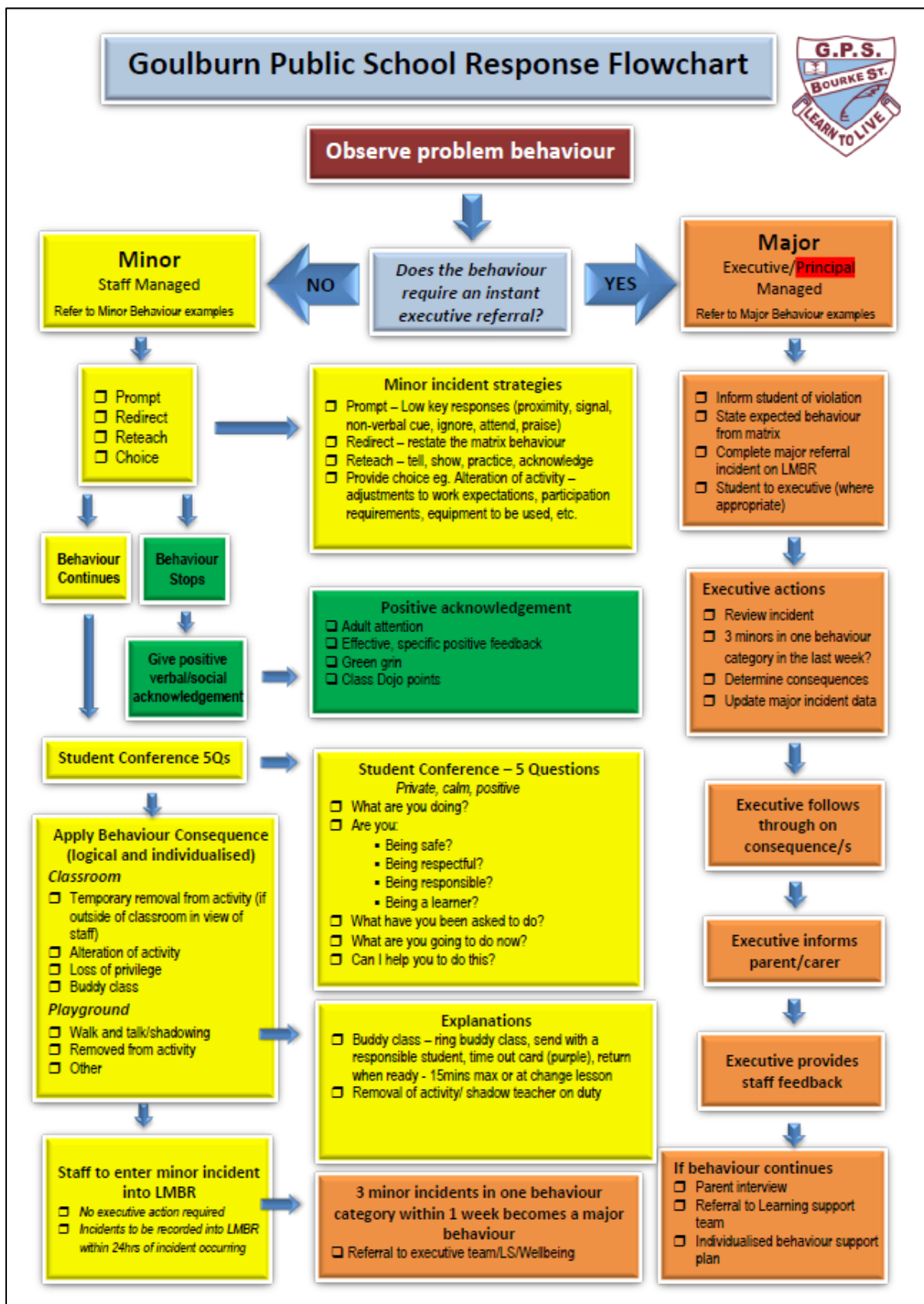
- connect coordinating planning and progress monitoring with the team that supports targeted group interventions
- communicating and collaborating with families and carers
- working closely with other service providers
- using data to monitor and evaluate student progress and overall program effectiveness.

2. PBL Systems

2.1. GPS Positive Expectation matrix

 Goulburn Public School PBL School Wide Expectations Matrix									
	All Settings	Classrooms	Walk to and from class	Cola/Eating	Playground	Canteen	Toilets	Assembly	Office and Sick Bay
S	*Hands off. Feet off	*Keep your belongings tidy	*Walk around the school in lines	*Eat your own food	*Wear a 'sun safe' hat	*Line up, buy and return to the eating area	*Use, flush and leave	*Sit quietly in lines, face the front and listen	*Follow instructions
A	*Use equipment safely	*Put your chair in			*Use equipment safely		*Wash your hands		
F	*Walk safely	*Sit on a chair safely			*Keep sand low				
E	*Right place, right time								
R	*Speak respectfully	*Respect others right to learn	*Quiet around classrooms	*Stay seated and eat	*Take turns and share equipment and games	*Wait your turn in the Canteen line	*Flush the toilet	*Stand quietly to sing the National Anthem, keep your hands by your side	*Greet office staff appropriately
E	*Listen to others	*Respond appropriately			*Respect others creativity		*Respect others privacy	*Applaud appropriately	*Students knock on door and wait
S	*Wear school uniform	*Respect others opinions							
P	*Use manners	*Follow class expectations							
E	*Respect yourself and others								
E	*Respect the environment								
C	*Take hat off inside								
T									
F									
U									
L									
R	*Follow through on commitments	*Hang your bag on hooks	*Line up quickly and quietly	*Eat canteen snacks at silver tables	*Put equipment away when finished	*Buy just for you	*Straight to the toilet and straight back	*Look after your awards	*Hand in mobile phone
E	*Report problems to the teacher and let the teacher deal with it				*Cooperate with others				*Correct medication on time to office
S	*Take care of property				*Close the lid on bins				*Keep personal details up-to-date
I	*Be responsible for your belongings				*Tell an adult if there is a problem				*Remember information
B	*Put your rubbish in the bin								
L	*Be prepared for work	*Ask for help when you need it	*Return to class promptly	*Wait until teacher dismisses	*Participate and follow the rules of the game	*Choose healthy foods	*Use toilets during break times	*Listen to all speakers	
E	*Follow teacher instructions	*On task			*Encourage others to play				
A	*Actively participate								
R	*Attend school every day								
N	*Arrive to school on time								
E									
R									

2.2. GPS PBL Response Flowchart



2.3. Mascot

Goulburn Public School has a PBL mascot that was designed initially by a student and voted by the whole student and staff. Our mascot is 'Puppa-roo'. Our 'puppa-roo' is displayed in various predominant places around our school and in our weekly newsletter.

We also have a 'soft toy' puppa-roo that is part of our class acknowledgment system.



Original design



Official mascot

2.4. Signage





Goulburn Public School

safe

respectful

responsible

learner



Goulburn Public School

Core Expectations

safe

**Right place,
right time**



respectful

**Speak
respectfully**



responsible

**Follow through on
commitments**




learner

**Follow teacher
instructions**



2.5. GPS Yearly Calendar

 Goulburn Public School PBL Yearly Calendar						Year
Event/Activity	Week	Fortnight	Month	Term		
PBL Meeting		Every Tuesday (Even) Staffroom 3:15pm				
PBL Acknowledgement Day				During the last week of every term		
PBL Acknowledgement Day Notification				Week 8 – Parents notified of students that need modified/supervised		
PBL Shop	Every Friday					
PBL Announcement at Assembly		PBL Message during Assembly - AP		Alternate Weekly Assemblies K-2 and 3-6		
PBL Weekly Expectation	Displayed in A Block Hallway and in Noticeboard					
PBL Newsletter information	Expectation focus updated		Every month – information in Newsletter			
PBL Excellence Day					External activity held during the last 4 weeks of the year	
PBL Professional Learning				PBL Regional Meetings		
PBL Student of the Week	Announced during Assembly – parent notified week before					
PBL Class of the Week	Announced during Assembly					
PBL Class lesson – focus on expectation	Every week – class teacher to deliver					
Annual Action Plan		Reviewed				

3. Acknowledgement

3.1. PBL – Positive Acknowledgement

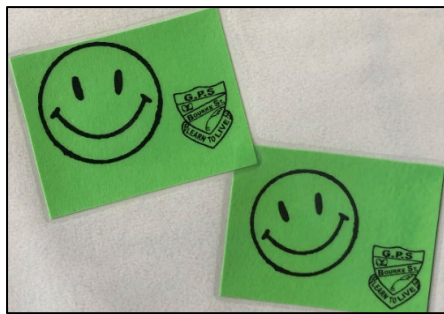
Every time any adult interacts with any student, it is an instructional moment.

Positive acknowledgement is the presentation of something pleasant or rewarding immediately following a behaviour. It makes that behaviour more likely to occur in the future, and is one of the most powerful tools for shaping or changing behaviour. Evidence suggests that traditional school practices viewed as punishment, exacerbate and contribute to the problem of challenging behaviour. The purpose of an acknowledgement system is to:

- ✓ Foster a welcoming and positive climate
- ✓ Focuses on staff and student attention on desired behaviours
- ✓ Increases the likelihood that desired behaviours will be increased
- ✓ Reduces the time spent correcting student misbehaviour.

Acknowledgement Days reinforce the teaching of new behaviours, harness the influence of students who are showing expected behaviours to encourage the students who are not, strengthen positive behaviours that can compete with problem behaviour and provide prompts of adults to recognise behaviour. Within a PBL school, students should experience predominantly interactions (ratio of 5 positives for every negative).

3.2. Components of Acknowledgement at Goulburn Public School Immediate/High Frequency/Predicable/Tangible



Delivered at a high rate for a short period while teaching new behaviours or responding to problem behaviour. Teachers name behaviour and link to school expectation upon delivery, in essence “caught you being good”.

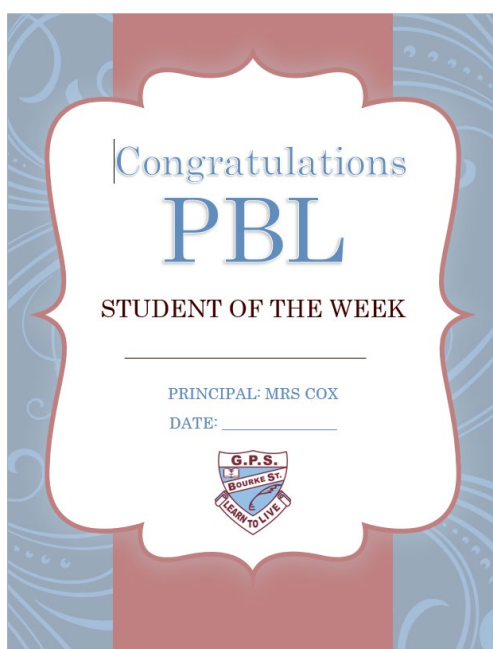
At Goulburn Public School, we use a ‘Green Grin’ to acknowledge students demonstrating positive behaviour. The positive behaviour acknowledged is predominantly the focus behaviour of the week/fortnight that is determined by the PBL Team at the fortnightly PBL meeting.

The ‘Green Grin’ design is expected to be re-designed in response to the ongoing implementation of PBL at Goulburn Public School. These ‘Green Grins’ follow a system whereby they are collected or used as ‘token economy’ for PBL initiatives.

Intermittent/Unexpected

Teachers/Staff bring ‘surprise’ attention to certain behaviours or at scheduled intervals. These acknowledgements are used to maintain taught behaviour.

At Goulburn Public School, we have a weekly acknowledgement at the Formal Assembly to a student who has demonstrated the School PBL expectations over a variety of school settings witnessed by several staff. Parents/carers are invited to these Formal Assemblies to see their child receive ‘PBL Student of the Week’. This student has their photograph placed in the weekly school newsletter. In acknowledgement of a whole class who have demonstrated the focus weekly expectation, a class is awarded a ‘Certificate of Recognition’. The awarded class receive an additional acknowledgement with a voucher of a canteen ‘treat’. This class has this acknowledgement placed in the weekly school newsletter and has Goulburn Public School PBL mascot stay in their class for the week.



Long-term Celebrations

These acknowledgements are used to celebrate/acknowledge accomplishment. All students are involved in the celebration activity.

At Goulburn Public School we celebrate an Acknowledgement Day typically at the end of the term in celebration of the positive behaviour demonstrated by all students. These days are planned in collaboration with the School Leadership team with planning by students, staff and community. These days are advertised through our weekly newsletter, Facebook and notes sent home to parents/carers.

All students are expected to attend these days, although students that have had a detention and/or suspension within 5 weeks before the Acknowledgement Day have a formal note sent to the parent/carer with an explanation that their child will have a modified/adjusted involvement in the PBL Acknowledgement Day. The level of modification/adjustment takes in many factors that include students' age, seriousness and frequency of negative behaviour. During the Acknowledgement Day, students on the modified/adjusted participation will engage in planning that focuses on self-regulation of negative behaviours. This planning is focused on by Executive staff and Learning and Support Behaviour teacher.

At Goulburn Public School, we have a PBL Excellence Day. At the end of the year students either self-nominate (Years 3-6) or are nominated by their class teacher (K-2) to participate in a PBL Acknowledgement Day 'offsite'. Students are nominated in relation to consistently following all PBL expectations across all settings with all staff. Additionally, students will demonstrate satisfactory attendance, wear school uniform, represent Goulburn Public School at community and sporting events and/or are a member of our School leadership Team. An invitation to participate in the PBL Excellence Day is provided to all students who have been selected to attend.

4. PBL Shop

Goulburn Public School PBL Shop

“Free and Frequent’ Green Grins will be given out as acknowledgements for the demonstration of positive behaviour.

Teachers are to circle the expectation shown on the Green Grin. The Green Grin card is written on by the student. The student takes home the left hand side of the slip and retains the right-hand side to use as a token for the PBL Shop.

Students are strongly encouraged to write their name on both sides of the Green Grin.

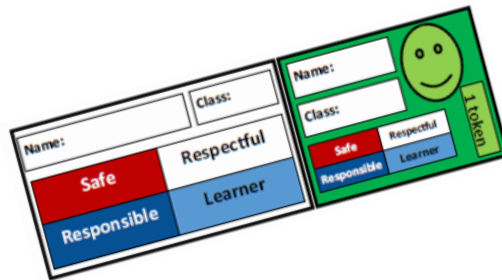
Opens every Friday at Lunchtime 1:15 – 1:40pm


Shop manned by students from Year 6 who belong in the Student leadership Team will operate and run the shop. Duties include:


- Selling merchandise
- Recording students who purchase merchandise
- Monitor stock levels
- Inform Executive when stock levels run low
- Design and create signage


Additionally, students running the shop are to monitor the names written on the tokens to ensure they are used by the student exchanging them for merchandise.


A permanent marker is available at the shop to ensure names are written on merchandise as appropriate (especially handballs).





 1 token	
Name: <input type="text"/>	Class: <input type="text"/>
Safe	Respectful
Responsible	Learner


 1 token	
Name: <input type="text"/>	Class: <input type="text"/>
Safe	Respectful
Responsible	Learner


 1 token	
Name: <input type="text"/>	Class: <input type="text"/>
Safe	Respectful
Responsible	Learner

 1 token	
Name: <input type="text"/>	Class: <input type="text"/>
Safe	Respectful
Responsible	Learner

 1 token	
Name: <input type="text"/>	Class: <input type="text"/>
Safe	Respectful
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Responsible	Learner

 1 token	
Name: <input type="text"/>	Class: <input type="text"/>
Safe	Respectful
Responsible	Learner

 1 token	
Name: <input type="text"/>	Class: <input type="text"/>
Safe	Respectful
Responsible	Learner

PBL Shop—Price List

		Green Grin TOKENS
Wrist bands Pencils		10
Pens		12
Glow sticks Slinky		15
Bubbles Cars		15
Handballs Putty		20
Canteen Voucher Spray Fan	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">PBL Canteen Voucher</p> <p>Name: _____</p> <div style="display: flex; justify-content: space-between; align-items: center;">  <div style="background-color: #92d050; padding: 5px; font-size: 1.5em; font-weight: bold;">\$2</div> </div> </div>	25
Morning tea	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Morning tea with Mrs Cox</p> <p>Name: _____</p> <p style="font-size: 0.8em;">Please take this voucher to the Office and pick a morning tea day.</p>  </div>	25

EXAMPLE

PBL Canteen Voucher

Name: _____

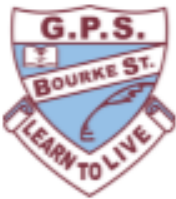


\$2

Morning tea with Mrs Cox

Name: _____

Please take this voucher to
the Office and pick a
morning tea day.



EXAMPLE