



Welcome to 2020

Hello everyone,

I want to welcome you all back to the new school year. I hope that you have had a good break and are looking forward to the new school year. As this is our first newsletter for the year we have decided to send a hard copy home with the oldest child in each family. As we move forward the newsletter will be published fortnightly and uploaded to Compass. Please take the time to look at it each fortnight as we try to provide useful and relevant information about the school and what is occurring.

In this edition I am focusing on the implementation of our school values and how they relate to school wide positive behaviours. We have been working very hard over the past 6 months to get ready to roll this out this year. On the next page there is a summary of what SWPBS is and how it will be implemented at the school. The matrix aligns the behaviours we expect of our children with the values that the school community has agreed upon.

School Wide Positive Behaviours

Parkwood Green Primary School has adopted a School Wide Positive Behaviour Support (SWPBS) framework. SWPBS involves the establishment of a continuum of behaviour support that considers all students and emphasises prevention. It is a proactive approach and focuses on **teaching** all students agreed expected behaviours and positive social skills rather than just reacting to inappropriate behaviour. In addition, a small number of students will require highly individualised and intensive interventions.

These interventions are:

- function based
- student focussed
- utilise strengths
- aim to teach the student skills
- continuously evaluated and enhanced linked to the School Wide Positive Behaviour Support approach.

The primary prevention aspect of SWPBS consists of rules, routines, and physical arrangements that are developed and explicitly taught by teachers to encourage appropriate behaviour.

Teaching behavioural expectations and acknowledging students for meeting them is a much more positive approach than waiting for misbehaviour to occur before responding.

At Parkwood Green Primary School the school and community recognise four values that underpin all that is done at the school.

These values are:

- Respect
- Empathy
- Resilience
- Responsibility

PWGPS staff have worked together to develop strategies to actively teach and reward appropriate behaviours. Teaching strategies include designing specific lessons and resources to support learning of the values as well as incidental learning when the opportunity arises.

Other key components are:

- An agreed upon common approach.
- A matrix of positively stated expectations, (which is attached).
- Explicit teaching of expectations.
- Regular and frequent opportunities to practise expected behaviours.
- Incentives/rewards for meeting behavioural expectations.
- Consistency of language.

Students are acknowledged in a number of ways through classroom reward systems (dojos), school-wide reward systems, certificates and / or awards at whole school assemblies. **Information continues on page 2...**

Rewards System

IN THE CLASSROOM

- Immediate reward - verbal praise, hi 5s, shake hands, pat on the back
- Dojos - students earn dojos and work towards a nominated reward when 10 dojos are accumulated

WHOLE SCHOOL

- Principal's Award. Award winning students announced in newsletter. Certificates presented each fortnight at School Assembly
- Star of the Week. Presented in class to student. Student's photo on the wall for week. Parents are invited to presentation

IN THE PLAYGROUND

- Students who demonstrate behaviour that is respectful, responsible, resilient or empathetic can earn raffle tickets for a draw at our Assembly

Inappropriate Behaviour

We of course recognise that at times children may display inappropriate behaviour whilst at school. These behaviours have been classified into three different categories. Each of these categories has a prescribed model for management of the behaviour which all teachers have agreed to enact.

Attached is a list of inappropriate behaviours that have been exhibited at the school and the consequences of that behaviour. Your child's teacher would be happy to go into more detail about this if you want more information.

Corona Virus

Many parents are concerned about the possibility of their child coming in to contact with this virus whilst at school. To the best of our knowledge no children from our school have visited the outbreak city.

We are however continuing to monitor the situation and we always follow the advice from the Government's chief medical officer. At this time the advice is to exclude any children who have visited Hubei Province in China for 14 days. We are thus requiring any families who have visited Hubei Province to inform us immediately so that the appropriate actions can occur.

We also will regularly remind children to wash their hands regularly and to cover their mouth when they cough and sneeze. All of our classrooms also have "germ buster" to allow children to disinfect their hands whenever they need to.

Changes in the Health Centre

In the last two days of last year Jocelyn Bennett, our school nurse, was successful in picking up a position at another school. As we did not have time to officially inform parents I want to formally congratulate Jocelyn and thank her for all her hard work at Parkwood Green over the past 7 years. Jocelyn has been a friendly and reassuring face to all parents when their children have been ill or gotten injured at school and we will all certainly miss her.

With Jocelyn leaving we have taken the opportunity to restructure our health centre. Angela Drewry, who works in the kitchen will now lead the team in the Health Centre. Ange has certificate 2 in First aid and will work in the Health Centre from 11.00am each day.

Any first aid needs before 11.00am will be looked after by the office staff, who are also First Aid trained. All staff at the school have a first aid qualification and are thus able to provide first level support.

Camps, Sports & Excursions Fund

The Camps, Sports and Excursions Fund (CSEF) provides payments for eligible students to attend activities like: school camps or trips, swimming and school-organised sport programs, excursions and incursions. Families holding a valid health care card are eligible to apply. A Special Consideration category also exists. Families can list more than one student in the one application form if they are attending the same school.

The payment amount for 2020 is \$125 per year per student for eligible primary school students.

The CSEF payment cannot be used towards voluntary school charges, books, stationery, school uniforms, before/after school care, music lessons or formals/graduations.

Please collect a form from the Office to apply. If you have applied previously, we will reapply on your behalf or if you are unsure if you have previously applied please contact the Office for clarification. If you applied previously but now have another child at the school please also speak to the office to ensure that your new child gets added.



This is what our school values look like as positive behaviour.

	At all times	Learning Time	Break Times
We show Respect by	<ul style="list-style-type: none"> Using right words, right place Following staff instructions Caring for the environment Greeting and acknowledging each other Showing gratitude; saying 'thank you' Speaking in an appropriate tone and volume Listening and acknowledging each other's opinions Being aware of our body language 	<ul style="list-style-type: none"> Using words to communicate feelings One person speaking at a time Showing '5 Star Listening' Listening to other points of view When appropriate, putting our hand up to speak Focusing on your task Treating everyone equally Maintaining respectful relationships 	<ul style="list-style-type: none"> Following the agreed game rules Allowing 'my space, your space' Playing the right game in the right space Leaving other people's property alone Placing our rubbish in the bin Picking up any rubbish around Maintaining respectful relationships
We show Empathy by	<ul style="list-style-type: none"> Being kind to self, others and our environment Looking out and supporting others Trying to understand the feelings of others Considering how our words and actions can affect others Considering how we would feel in this situation 	<ul style="list-style-type: none"> Using accountable talk Respectfully offering our opinions Having appropriate body language Helping each other Being mindful of people's personal space 	<ul style="list-style-type: none"> Playing fairly Being inclusive Resolving issues through restorative conversations
We show Resilience by	<ul style="list-style-type: none"> Taking ownership of our own behaviour Telling the truth Trying to sort out problems before asking for help Using 'Accountable Talk' Using different strategies to 'bounce back' Displaying a growth mindset Learning from our mistakes Giving things a go 	<ul style="list-style-type: none"> Telling the truth Self-Independently problem solving Attempting set tasks Being productive regulating Doing our personal best 	<ul style="list-style-type: none"> Asking Yard Duty teacher to get the ball If we can't sort out a problem we ask a teacher or one of our '5 Safe People' Using '3 Step Telling' Taking ownership of our own actions
We show Responsibility by	<ul style="list-style-type: none"> Wearing our school uniform Tying long hair up Taking care of our own and others' belongings Using words to communicate Keeping hands, feet and objects to self Prioritising safety and learning Transitioning to and from our destination in pairs and quickly with walking feet and quietly Using materials and equipment for their intended purposes 	<ul style="list-style-type: none"> Using the Calm Down Space Monitoring our noise level so it is appropriate for the task and situation Engaging in learning tasks Having all equipment necessary for the task Utilising time in class effectively Asking for permission to leave the space Maintaining a neat and tidy workspace Packing up neatly; putting materials and equipment into their correct spot 	<ul style="list-style-type: none"> Use your breaks to ensure you are ready to learn. Toilet. Water. Transition at first bell. Line up by the second bell Using toilets in an appropriate manner Walking under shelters Sitting down to eat in the Eating Areas No tackling or physical contact Yard Duty teachers dealing with yard issues Speaking to a Yard Duty Teacher after an incident

Staff member to observe behaviour:

Minor 1		Minor 2	Major Behaviour
Learning Time	Breaks in the Yard		
<p>Step 1: Hint & Acknowledge</p> <p>Hint A hint using values "I hope everyone is showing respect by showing 5 Star Listening"</p> <p>Acknowledge Acknowledge the students who are doing the preferred behaviour.</p>	<p>Step 1: Hint & Name Behaviour</p> <p>Hint Hint or question Example: "Are you showing respect by screaming when you go out?"</p> <p>Name the behaviour Name the preferred behaviour and the current non-preferred behaviour.</p> <p>Conference with those involved.</p>	<p>Step 1: Conference with Student Staff member to have a conference with the student that focuses on:</p> <ul style="list-style-type: none"> - naming the negative behaviours - naming the preferred future behaviour - linking to the school values. <p>Staff member may need to relocate student until an appropriate time to conference with them.</p> <p>If in the yard, the staff member may have to refer the incident to another staff member or Principal Class if the safety of other students is at risk.</p>	
<p>Step 2: Re-direction</p> <p>Redirection specific to the student- naming the preferred behaviour and value.</p>	<p>Step 2: Re-direct or Relocate</p> <ul style="list-style-type: none"> - New game - New location - Identify those doing preferred behaviours in the area 		
<p>Step 3: Visual Reminder Can include:</p> <ul style="list-style-type: none"> - Direct to the matrix - Body language - Name on the board - Move spots 	<p>Step 3: Accountability</p> <ul style="list-style-type: none"> - Logical consequence - Focus on accountability - Focus on building skills 		
<p>Step 4: Accountability May include relocation:</p> <ul style="list-style-type: none"> - within the classroom - buddy room <p>Accountability to match the behaviour. Example: If wasting learning time, they make it up during their break time.</p>	<p>Student returns to Step 1 after each break. If a student is relocated 3 times within a week the staff member will contact parents/carers/guardians and log it on Compass.</p>		
<p>Step 5: Communication Staff to contact parents and document behaviour on Compass.</p>			

Minor 1 Behaviours

Accidental Physical Contact
Dropping rubbish in the yard
Not listening to staff instructions
Not wearing a hat (and not in the shade)
Playing in the wrong area
Running in walking areas
Talking during instruction
Teasing (friendly banter)
Unsafe Use of Equipment- Minor
Work Refusal

Minor 2 Behaviours

Climbing/ Swinging Back Tree
Exiting the Classroom- in line of sight or in known space
In an out of bounds area (within school)
Inappropriate use of equipment
Pushing a peer (line up etc)
Repeated Minor Behaviours
Spitting (not at or on someone)
Swearing in anger
Swearing socially (contextual)
Throwing sand
Walking away from the teacher midway conversation

Major Behaviours

Repeated Minor 2 Behaviours
Aggressive Physical Contact
Bullying (known to be bullying)
Cyber Bullying
Exiting the Classroom- out of line of sight and unknown
Leaving the school grounds- returning
Physical Contact (one punch or kick)
Spitting (at or on someone)
Swearing at a student
Swearing at a staff
Teasing (with malicious intent)
Unsafe Use of Equipment- Major
Leaving the school grounds- refusing to return

Created through a collaborative process in 2019 with all staff.

Refer to definitions of behaviours.

Respect. Empathy. Resilience. Responsibility.