



Coomera State School

We believe in exceptional learning. Every student. Every day.

Positive Behaviour for Learning (PBL)

Mission Statement

Coomera State School aims to foster and promote a safe and positive school environment that enhances learning by:

- Maintaining a safe, respectful and supportive learning environment for all students and staff through consistent practice.
- Providing students with an opportunity to acquire the knowledge, skills and values through schoolwide teaching and recognition of positive behaviour.

What is PBL?

Positive Behaviour for Learning, known as PBL is an evidence-based whole school systems approach that:

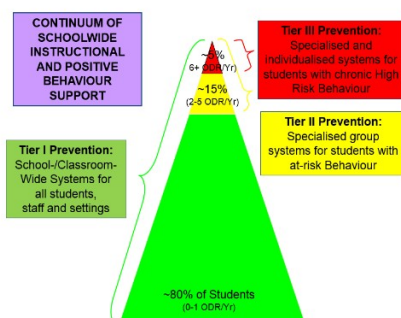
- Addresses the diverse academic and social needs of every student to support them to be successful.
- Supports students in early childhood settings through to senior years of schooling.
- Enables schools to establish a continuum of supports that are intensified to meet the needs of every student.
- Is team driven, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff.
- Establishes positive social expectations for all in the school community.
- Provides a framework for the school and its community to collectively support the wellbeing of every student.

Positive Behaviour for Learning is a school's process for teaching expected social and behavioural skills so the focus can be on teaching and learning.

PBL establishes strong school-wide universal systems that promote early intervention, and the teaching and acknowledging of social-emotional skills. PBL helps schools to develop consistent systems to discourage unproductive behaviour.

The Three Tiered System of Prevention

One of the structural objectives of Schoolwide Positive Behaviour Support is to improve the existing resource capacities of the school to support the behavioural needs of all students. Three broad demographic zones of problem behavioural prevention are represented in the PBL triangle by the colours green, yellow and red. The triangle is derived from a public health model that depicts a school that is operating at an optimal level of schoolwide behavioural support.



- **Tier 1:** Universal school wide systems and supports
- **Tier 2:** Targeted specialised systems and supports
- **Tier 3:** Intensive and individualised systems and supports

Learning and behaviour

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be Respectful
- Be a Learner

At Coomera State School we are committed to implementing a Positive Behaviour for Learning (PBL) approach to the teaching and management of student behaviour. PBL approach means that we use data to track progress and identify areas for intervention, use school wide expectations and rules in specific settings to explicitly teach appropriate behaviour; use an acknowledgement system to encourage appropriate behaviour and use an effective consequence system to discourage inappropriate behaviour.



Procedures for teaching expected behaviours

At Coomera State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including:

- Weekly behaviour lessons conducted by classroom teachers that explicitly teach the expectations
- PBL assemblies to reinforce behaviour expectations and acknowledge student achievements
- Reinforcement of learning from behaviour lessons during active supervision by staff in classroom and non-classroom activities.

 A large table titled "COOMERA STATE SCHOOL" with columns for "Our School Rules", "All Areas", "Learning Area", "Transition", "Library", "Lunch", "Extracurricular Activities", "Playground", "Assembly", and "Real Time". The table lists specific expectations for each rule across these settings. At the bottom, it says "TEACH, PRACTISE, REINFORCE".

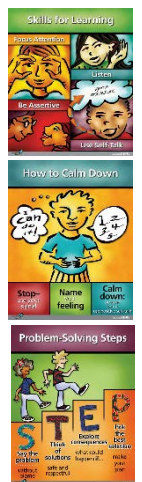
Social Emotional Learning

At Coomera State School we explicitly teach social emotional learning using The Second Step evidence-based curriculum as a whole school approach to creating a climate of success and well-being

Social and emotional learning is a key to addressing the pervasive issue of bullying. It builds resilience and confidence, develops empathy and compassion for others and reduces high stress levels.

The Second Step Program is a universal, classroom-based curriculum designed to:

- Increase students' school success
- Decrease problem behaviours
- Promote social-emotional competence and self-regulation



Procedures for encouraging expected behaviours

At Coomera State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This acknowledgement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Coomera State School has 3 levels of reinforcement systems:

1. FREE & FREQUENT (IMMEDIATE AND USED BY ALL STAFF IN ALL SETTINGS)

- *Superhero Slip*

Staff members hand out Superhero Slips each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can choose to give them a Superhero Slip.

When giving a Superhero Slip staff need to give specific and positive verbal feedback about how the student was demonstrating expected behaviours.



- **Superhero Stamps**

Students will then take their Superhero Slip to their classroom teacher to receive a Superhero stamp on their visual reward goal card.



2. SHORT/MEDIUM TERM (CUMULATIVE, BASED ON LEVEL 1 SYSTEM)

- **Superhero Postcard**

When students receive 25 Superhero Slips they will receive a Superhero Postcard that will be forwarded home to parents to acknowledge their positive behaviour.



- **Superhero Certificate**

When students receive 50 Superhero Slips they will receive a Superhero Certificate that will be celebrated within their classroom with peers.

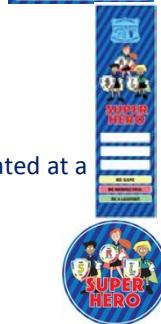


- **Superhero Bookmark**

When students receive 75 Superhero Slips they will receive a Superhero bookmark that will be celebrated at a 'Positive Behaviour for Learning' Assembly.

- **Superhero Badge**

Once students have received 100 Superhero Slips they will receive a Coomera Superhero Badge that will be celebrated at a 'Positive Behaviour for Learning' Assembly.



Students are then able to wear this badge on their uniform daily.

3. LONG TERM (CUMULATIVE, BASED ON LEVEL 1 AND 2 SYSTEMS)

- **Superhero Rewards menu**

Once students have received 125 and beyond Superhero Slips they have access to the Coomera Rewards Menu.

Students have the option of choosing 1 reward from the Coomera Rewards Menu each increment of 25 Superhero slips



"The purpose of schoolwide recognition is to acknowledge and show appreciation to students [and staff] who have provided positive demonstrations of the schoolwide behavioural expectations" (Colvin, 2007)

Procedures for discouraging expected behaviours

Coomera State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

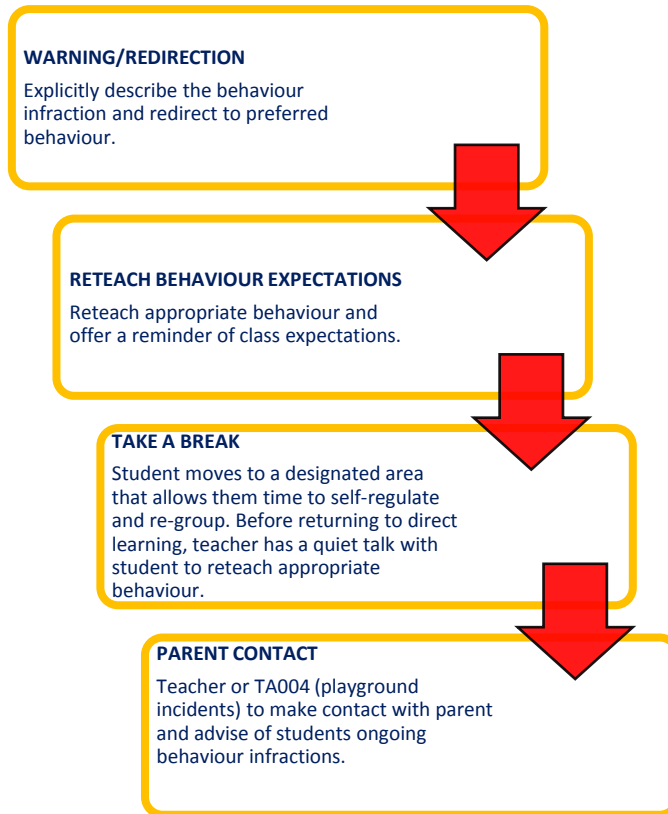
Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.

- **Major** problem behaviour is referred directly to the school Administration team.

MINOR RESPONSE TO INAPPROPRIATE BEHAVIOUR



MAJOR RESPONSE TO INAPPROPRIATE BEHAVIOUR

Major behaviours result in an office referral. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of the expected school behaviour. The staff member then fills out the office referral form.

Targeted Behaviour Support

Students requiring more targeted support are referred by class teacher or identified by the Student Engagement Coach. Each individual student case is investigated looking at patterns of behaviour, alternative appropriate behaviours, environment, staff responses and possible support provisions.

Some support provisions for Targeted Behaviour Support include:

Restorative justice practice, Individual goal setting, Playground monitoring sheet, Social stories, Structured play program- Positive Play, Friends for life program, Zones of regulation program, Check in/Check out, Rock and water program, Seasons for growth program and Drop and draw program

