St Therese’s Primary School follows a Positive Behavioural Interventions and Support (PBIS) model.
Dear Parents and Students,

This year we are really excited that St Therese’s will continue to implement Positive Behavioral Intervention and Supports (PBIS), a positive learning environment framework. The PBIS Team has developed this student handbook highlighting positive behaviours that coincide with our school wide expectations. Our goal is to use this framework to recognise the positive expected behaviours associated with showing Respect for Self, Environment and Others. These are the behaviours we want to see in children every day. We want every adult to recognise many students for demonstrating these behaviours as often as possible.

Another goal of this plan is to be responsive to the changing needs of our school community. Monthly meetings are scheduled to review this plan and to allow for input for its further development. This handbook is a work in progress and will be updated and changed as adjustments are made. All staff and parents are invited to participate in this process in order to make it reflective of our commitment for the children of St Therese’s Primary School. We are enthusiastic about this framework and the positive impact it continues to have on our school community.

We are asking you to sit down and review our 3 school rules with your child so that you both understand the expectations for your child at St Therese’s Primary School. Attached also is a short quiz we would like you and your child to complete together. If you have a young child or a child with handwriting difficulties, you may complete the written portions. This is meant to be a learning experience for both of you. Please keep the copy of your handbook at home for your information. Return only the quiz.

Sincerely
Matthew Mann
Principal
Gabrielle Walsh
Pastoral Wellbeing Leader

Please use the checklist and save the St Therese’s PBIS Handbook for reference.

- Read handbook
- Review PBIS behaviours with your child
- Make sure your child understands positive and negative consequences
- Sign and return the Understanding form and quiz on page
What is PBIS?

PBIS (Positive Behaviour Interventions and Supports) is an evidence based, school-wide, proactive approach, which emphasises the instruction of social skills, data-based decision making, and the prevention of problematic behaviour. While fostering positive behaviours and interactions, PBIS also improves academic performance.

The most important part of PBIS is teaching expected behaviours. This is accomplished by utilising a school-wide matrix of behaviours, which encompasses the three main expectations of St Therese’s Primary School (Respect for Self, Others and Environment).

To reinforce positive behaviour, students are "rewarded" for making good choices. Smiley face badges encourage and maintain appropriate behaviour, while teaching students to work toward accomplishing a goal.

The ultimate objective of St Therese’s Primary School is to not only create a safe learning environment which most effectively utilises instructional time, but also to partner with parents in reinforcing lifelong values in our students.

As much as we try to reinforce positive behaviour, there are times when students make poor choices and may face disciplinary consequences. The main goal of any disciplinary action is to help the student learn from their mistake and make better choices in the future. Consequences may include:

<table>
<thead>
<tr>
<th>Possible Classroom Consequences</th>
<th>Possible Office Consequences</th>
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<tbody>
<tr>
<td>Warning</td>
<td>Warning</td>
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<tr>
<td>Reteach/Redirect behaviour</td>
<td>Reteach/Redirect behaviour</td>
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<tr>
<td>Loss of privilege</td>
<td>Loss of Privilege</td>
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<tr>
<td>Parent contact</td>
<td>Parent contact</td>
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<tr>
<td>Behaviour contract</td>
<td>Behaviour contract</td>
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<tr>
<td>Office referral</td>
<td>Lunch/recess in quiet room</td>
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<td>Lunch/recess in quiet room</td>
<td>In school suspension</td>
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<tr>
<td>Time spent in another classroom with another teacher</td>
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<tr>
<td>Restorative chat</td>
<td></td>
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<tr>
<td>Think sheet</td>
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Successful PBIS programs comprise of specific components.

1. **1)** Behavioral Expectations are clearly defined. Four specifically defined expectations are exhibited throughout the school in positive, clearly stated rules. St Therese’s Primary School has identified 3 behaviours on which to focus. **Respect for Self, Respect for Others and Respect for Environment.**

2. **2)** Behavioral Expectations are Taught. Expectations are taught to all students in all settings throughout the school. Behavioral expectations and rules are best learned through positive examples, which can be modelled, combined with opportunities for practise.

3. **3)** Appropriate Behaviours are Acknowledged. Appropriate behaviours are acknowledged on a regular basis through praise and system-wide incentive programs to promote and reinforce behaviours demonstrated by individual students and classes. Any staff member will recognise and reward students exhibiting STAR behaviours. Junior classes accumulate points and are added to a class chart and are rewarded with extra play. Senior students are rewarded on an individual basis and receive a tuckshop voucher after having received 5 smiley face badges.

4. **4)** Negative Behaviours are Corrected Proactively. Specific procedures are designed to address students who do not meet expectations. Students are informed of unacceptable behavior and re-taught the expectation or rule. Positive practice and consistency are important to promote student success.
### ST THERESE’S EXPECTED BEHAVIOUR MATRIX

<table>
<thead>
<tr>
<th>Line Up</th>
<th>Toilets</th>
<th>Sports Shed</th>
<th>Passive Area</th>
<th>Oval</th>
<th>Learning Spaces</th>
<th>Moving Between Classes</th>
</tr>
</thead>
</table>
| *Go to the toilet and get a drink before going to line.*  
*Are lined up before the end of the music.*  
*Stand quietly.*  
*Wash our hands.*  
*Keep the doors closed.*  
*Only use this area when needed.*  
*Are responsible and return the equipment borrowed.*  
*Walk and use the steps safely.*  
*Play quietly.*  
*Move away from the toilet area when finished.*  
*Stay in safe areas.*  
*Play safely and sensibly.*  
*Wear our hats to be sunsmart.*  
*Are a considerate team player and make good choices.*  
*Use your eyes and ears to keep you safe.*  
*Have confidence in ourselves.*  
*Take responsibility for our actions.*  
*Dress appropriately for school.*  
*Think before we act!*  
*Are punctual.*  
*Use our time well.*  
*Keep our hands and feet to ourselves.*  
*Use appropriate voice levels.*  
*Are an active participant and listener.*  
*Try to be the best we can be.*  
*Work quietly while doing independent work.*  
*Choose where we sit wisely.*  
*Take care of belongings.*  
*Are positive.*  
*Make good choices.*  
*Focus on the task at hand.*  
*Always do our best work.*  
*Work hard to achieve work and personal goals.*  
*Try to live out our graduate outcomes.*  
*Allow time for God.*  
*Show resilience.*  
*Walk cautiously.*  
*Are on time.*  
*Move quietly.*  
*Take our belongings with us when we leave a class.*  |
| *Keep hands and feet to ourselves.*  
*Use quiet voices when talking to others.*  
*Boys are to stand on the grate and urinate.*  
*Give people their own space in the toilets – show respect.*  
*Flush the toilet after use.*  
*Treat others the way you would like to be treated.*  
*Wait patiently in line for our turn.*  
*Only have one person on duty in the sports shed.*  
*Use good manners towards each other.*  
*Are welcoming into games.*  
*Follow the rules and play fairly.*  
*Use appropriate language when playing.*  
*Tag instead of tackle.*  
*Give others a second chance.*  
*Share equipment fairly with others.*  
*Listen to the speaker.*  
*Treat others equally.*  
*Encourage others.*  
*Care for each other.*  
*Help others.*  
*Work with different people.*  
*Kick our hands before we speak.*  
*Ask permission to leave learning area.*  
*Are aware of other people’s personal space.*  
*Treat others the way we would like to be treated.*  
*Are thoughtful.*  
*Use our manners.*  
*Give compliments.*  
*Are inclusive.*  
*Wait our turn.*  
*Share classroom resources.*  
*Build positive relationships and being a positive influence.*  
*Strive to work as a team.*  
*Mind our own business (not distracting other classes).*  
*Keep hands to ourselves.*  
*Respect other people’s belongings.*  
*Use our manners.*  
*Put our bags in a safe place.*  
*Focus on where we are going.*  
*Move directly to next class.*  
*Are patient and wait when areas are congested.*  
*Get what we need from lockers and go straight back to class.*  
*Place things in the correct tubs/lockers.*  |
| *Pick up any rubbish in the area.*  
*Are aware of the environment around us and we respect it.*  
*Leave the toilet area clean.*  
*Use the soap and water wisely.*  
*Turn off the taps after use.*  
*Use toilet paper in the proper way.*  
*Use the toilets for their intended purpose – games are played outside.*  
*Use the equipment in the way it is intended.*  
*Keep sports shed tidy.*  
*Remember to play ‘passive’ games.*  
*Take care of the garden areas.*  
*Use the rubbish bins wisely.*  
*Use the bubble taps in a responsible way.*  
*Take care of the gardens.*  
*Leave nature where it grows best.*  
*Borrow, use and return the sports equipment in the proper way.*  
*Eat in the correct areas and place rubbish in the bins.*  
*Respect the playing space of others.*  
*Walk inside.*  
*Put COWS away.*  
*Look after our resources and supplies.*  
*Clean up after ourselves.*  
*Use technology carefully.*  
*Wipe our feet before coming inside.*  
*Ask to borrow other people’s things and return them.*  
*Put our rubbish in the bin.*  
*Use equipment properly.*  
*Use paper wisely.*  
*Clean up around the bins.*  
*Pick up rubbish off the floor even if it is not ours.*  
*Keep our area tidy.*  
*Turn off the lights.*  
*Use the right bins.*  
*Sit properly on the furniture.*  
*Take care of the furniture.*  
*Push in chairs.* |
PBIS Home Connection... The Big Ideas

1. Clearly define and communicate expectations.
   Tell your child(ren) exactly what you want them to do. Identify situations in which appropriate behavior is important. Teach with examples and non-examples of appropriate behaviour. MODEL expectations through your own behaviour!!!

2. Give frequent, positive reinforcement for appropriate behaviour.
   Look for opportunities to praise your child(ren), and praise them on the specific behaviour that they have practiced. Catch them doing something good! Try to praise them four times more than any one negative comment that might have been made.

3. Actively supervise your child(ren).
   Watch and interact with them while they engage in chores and play. Communicate your interest in and awareness of their activities.

4. Pre-correct and intervene early.
   "Nip the problem in the bud!" Pre-correction involves seeing a possible problem coming and changing it before it happens. Do not yell at a child for a behavioural issue that he/she has not yet committed but instead, use the opportunity to re-teach the expected behaviour.

Tips for Positive Behaviour

* Set the stage for success; reward the effort.
* Stay calm. Use a calm voice.
* Set reasonable limits.
* BE CONSISTENT! Yes means yes and no means no.
* Set the example. Actions speak louder than words.
* Have patience, and most of all, have fun and enjoy your child(ren)!

How can parents be involved with PBIS at home?

--Help out with responsibility of homework.
--Create posters with expectations for home

--Compare home rules with PBIS rules at school.
--Ask if your child received a smiley face today.
--Recognise and reward positive behaviour.