Echuca Twin Rivers Primary School SWPBS Family Handbook

Learners today, Leaders tomorrow

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Our Mission

At Echuca Twin Rivers Primary School, we celebrate the individual abilities of all students. We strive to meet their learning needs, ensuring that every student has the opportunity to reach their full potential while feeling they are valued and respected members of our school community. Echuca Twin Rivers Primary School nurtures an environment where learning is central, and all members of our school community can grow and feel like they belong.

At Echuca Twin Rivers Primary School, student's educational outcomes are maximised as a result of a guaranteed and viable curriculum with an emphasis on literacy and numeracy. We cater for individual learning needs and learning styles as well as providing an array of extra curricular activities that enhance the learning experience and skills of our students.

We are committed to the culture of Aboriginal and Torres Strait Islander students, the culture of children from linguistically diverse backgrounds and providing an inclusive environment for children with a disability. We provide a safe and supportive community where positive engagement, increased connections and academic excellence is our core business.

Our school has strong links established with our community who help provide us with a depth of extra-curricular activities that include sport, performing arts, cultural and art that further enhances leadership skills, academic achievement and community endeavour.

We work together with our parents responding to the education needs of our community. Our school welcomes parents as vital partners in the educational process and seeks their active participation through school council, Parent Action Group, discussion groups, our School Wide Positive Behaviour team, newsletters, classroom helpers as well as drawing on their specific expertise.

At Echuca Twin Rivers Primary School, we are all learners who are respectful, resilient, responsible, and inclusive while striving for academic excellence. These are the school values that underpin everything we do at our school.

Wally the Western Plains Wanderer

Standing about 12-15 cm tall and weighing 40 to 95 grams, Plains Wanderers are small fawn coloured birds that blend in seamlessly with the plains of arid Australia. Their dappled feathers include white and blackish marks, with spots and streaks on the head and neck.

Adult males are light brown and have fawn-white underparts with black crescents. Females are larger and sport a distinctive white-spotted black collar around the neck and reddish brown chest.

Found only in the arid grasslands of south-eastern Australia, there are estimated to be between 250 and 1,000 of these small, ground-dwelling birds left in the wild today.

Parks Victoria has successfully completed conservation work to improve habitat for the critically endangered bird the Plains wanderer.

Rangers have been working to remove all African boxthorn from Terrick Terrick National Park west of Echuca.

The weed provides ideal conditions for threats to the Plains wander including a perching branch for raptor birds, and it also creates perfectly hidden spots for rabbits to burrow. Removal of the boxthorn has extended the preferred habitat for Plains wanderers, known to prefer low lying scrub. Since the weeds removal more birds have been sighted in regular night time surveys.

Dogs Connect Program

What does the Dogs Connect program do?

The aim is to help create lifelong learners through improved wellbeing, awareness and connection. Main components covered in the program include empathy, awareness of others and self, self-regulation and reactivity.

Dogs are introduced as an assistant to work on various levels of wellbeing for students, staff and communities. Dogs Connect works closely with schools and workplaces to build a package for their specific needs to help improve culture around mental health and wellbeing within the organisation.

At Echuca Twin Rivers Primary School we have a Dogs in Education Policy and a Dogs in Education Agreed Practice which clearly states our mission, values and commitment to implementing the Dogs Connect program school-wide. Throughout the school staff and students are asked to refer to the 3 Expectations poster to help our well-being dogs to relax.

Several staff have undertaken further training with Dogs Connect to support the implementation of the program with staff and students. These staff members are able to provide support and more information to our school community..

At Echuca Twin Rivers Primary School we have Bernie (male standard poodle) and Frankie (female groodle) who attend our school according to a timetable, which evolves with training. Both dogs regularly spend time within classrooms and the office area.

Dogs Connect Program

3 Expectations Poster

Our School Values

Inclusive

Every stakeholder is considered and informed about what is going on and there is a sharing of ideas, resources and information with an acknowledgement of the success of each person. Everyone is encouraged to work at their personal best in a safe environment where everyone practises integrity.

Respect

We endeavour to be respectful of all members of our school community. We cooperate with others and we are honest, fair and open in the ways we interact. We support each other by being encouraging, listening attentively, giving assistance readily, and showing empathy and concern for each individual. We give and receive feedback with sincerity, and we commit to team decisions.

Responsible

We recognise our actions and make a positive difference.

Resilient

We use challenges to strengthen our ability to cope with unexpected changes and challenges in life. We encourage creative expression, strive to be happy and work with a clear understanding of, and commitment to, diversity to enhance our capacity to deal with these challenges.

What is School Wide Positive Behaviour Support? (SWPBS)

SWPBS is a major advance in school-wide discipline. Its emphasis is on school-wide systems of support that include proactive strategies for defining, teaching and supporting behaviours that create positive school environments.

Instead of using a patchwork of individual behavioural management plans, a continuum of positive behaviour support for all students within a school is implemented. The continuum of positive behaviour support occurs across all areas of the school including; all classroom and non-classroom settings (such as footpaths, office areas, toilets, etc) as well as the yard.

Positive behaviour support is a fundamental aspect of a behaviourally based systems approach to enhance the capacity of the school, families and community to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all students by making problem behaviour less effective, efficient and relevant, and desired behaviour more functional.

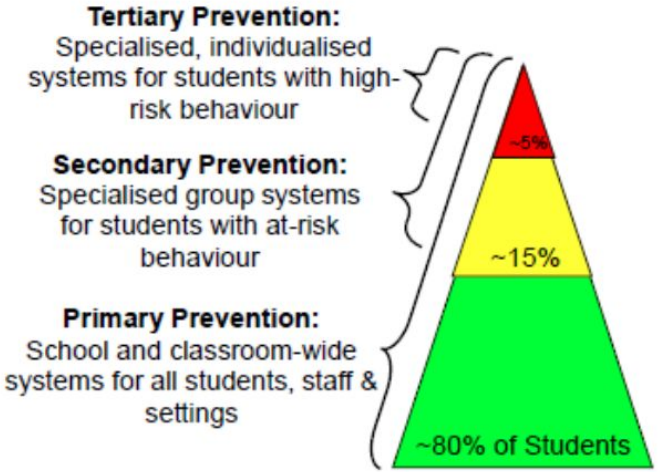
Tiers of Intervention

Echuca Twin Rivers Primary School uses School Wide Positive Behaviour Support (SWPBS) as the basis of its engagement policy. We have agreed to collaborate and consistently use this approach throughout the school. We know that this multi-tiered approach will achieve positive outcomes for all students. We believe that our students' respond best to positive reinforcement. Engagement strategies are categorised in this policy as:

Individual (student-specific Tier 3) engagement strategies for students at risk, including strategies to identify and respond to individual student circumstances when regular attendance is not consistent or positive behaviours are not demonstrated.

Targeted (classroom Tier 2) engagement strategies that meet the varied needs of vulnerable cohorts, including both prevention and intervention strategies.

Universal (school-wide Tier 1) engagement strategies that create safe, inclusive and empowering environments that foster an enthusiasm for learning and support student wellbeing



Introduction to Echuca Twin Rivers Primary Matrix

Our established school values have been elaborated into expected positive behaviours across a range of settings within the school. The expected positive behaviours are reinforced to students through the explicit teaching of new skills and behaviours while responding effectively to inappropriate behaviours.

The Echuca Twin Rivers Primary School Matrix outlines the expected behaviours across a number of areas – school-based and community-based - as decided on by our staff, students and families at the beginning of our journey. Our aim is to explain and teach these behaviours to all the students.

It is extremely important that the behaviours are taught in the context in which they are expected to be exhibited. For example, positive behaviours in relation to the playground must be explained, taught and practised in the playground.

Every staff member is a teacher of behaviour. Formalised lessons teaching these behaviours are timetabled and taught in the classroom each week with incidental reminders and acknowledgements occurring on a daily basis.

Echuca Twin Rivers Primary School Matrix

Learners today, Leaders tomorrow

ECHUCA TWIN RIVERS PRIMARY SCHOOL	Respect	Responsibility	Resilience	Inclusion
All Settings ALWAYS	I will • follow staff instructions • use manners and kind words • wait my turn • take care of all equipment	I will • keep my hands, feet, and objects to myself • act in a safe manner	I will • use the High 5 strategy to solve problems myself • try all tasks given to me • stay on task • show good sportspersonship	I will • be kind to others • include and encourage others • work well with others • share equipment
Inside	I will • work quietly • ask to leave the classroom	I will • have my equipment ready		
Outside	I will • use sports equipment the right way • play safely and by the rules	I will • stay with my group when at special events • stay in bounds • return equipment to the correct place		

ECHUCA TWIN RIVERS PRIMARY SCHOOL	All Settings ALWAYS
Respect We endeavour to be respectful of all members of our school community. We cooperate with others and we are honest, fair and open in the ways we interact. We support each other by being encouraging, listening attentively, giving assistance readily, and showing empathy and concern for each individual. We give and receive feedback with sincerity, and we commit to team decisions.	I will • follow staff instructions. • use manners and kind words • wait my turn • take care of all equipment.
Responsibility We recognise our actions and make a positive difference.	I will • keep my hands, feet, and objects to myself • act in a safe manner
Resilience We use challenges to strengthen our ability to cope with unexpected changes and challenges in life. We encourage creative expression, strive to be happy and work with a clear understanding of, and commitment to, diversity to enhance our capacity to deal with these challenges	I will • use the High 5 strategy to solve problems myself • try all tasks given to me • stay on task • show good sportsmanship.
Inclusion Every stakeholder is considered and informed about what is going on and there is a sharing of ideas, resources and information with an acknowledgement of the success of each person. Everyone is encouraged to work at their personal best in a safe environment where everyone practices integrity.	I will • be kind to others. • include and encourage others • work well with others • share equipment

Matrix Elaborations

ECHUCA TWIN RIVERS PRIMARY SCHOOL	Inside (Classrooms, Specialist classrooms, Intervention, Library, Principal/AP/Wellbeing Offices, Wellbeing Room, Office areas)
Respect We endeavour to be respectful of all members of our school community. We cooperate with others and we are honest, fair and open in the ways we interact. We support each other by being encouraging, listening attentively, giving assistance readily, and showing empathy and concern for each individual. We give and receive feedback with sincerity, and we commit to team decisions.	I will ● work quietly ● ask to leave the classroom.
Responsibility We recognise our actions and make a positive difference.	I will ● have my equipment ready.
Resilience We use challenges to strengthen our ability to cope with unexpected changes and challenges in life. We encourage creative expression, strive to be happy and work with a clear understanding of, and commitment to, diversity to enhance our capacity to deal with these challenges	Refer to All Settings Always
Inclusion Every stakeholder is considered and informed about what is going on and there is a sharing of ideas, resources and information with an acknowledgement of the success of each person. Everyone is encouraged to work at their personal best in a safe environment where everyone practices integrity.	

Matrix Elaborations

ECHUCA TWIN RIVERS PRIMARY SCHOOL	Outside (Basketball courts, Oval, Courtyards, Sandpits, Play Equipment, Sporting Events)
Respect We endeavour to be respectful of all members of our school community. We cooperate with others and we are honest, fair and open in the ways we interact. We support each other by being encouraging, listening attentively, giving assistance readily, and showing empathy and concern for each individual. We give and receive feedback with sincerity, and we commit to team decisions.	I will ● use sports equipment the right way. ● play safely and by the rules
Responsibility We recognise our actions and make a positive difference.	I will ● stay with my group when at special events. ● stay in bounds
Resilience We use challenges to strengthen our ability to cope with unexpected changes and challenges in life. We encourage creative expression, strive to be happy and work with a clear understanding of, and commitment to, diversity to enhance our capacity to deal with these challenges	Refer to All Setting Always
Inclusion Every stakeholder is considered and informed about what is going on and there is a sharing of ideas, resources and information with an acknowledgement of the success of each person. Everyone is encouraged to work at their personal best in a safe environment where everyone practices integrity.	

Toilet Matrix - site specific

Echuca Twin Rivers School Matrix

Learners today, Leaders tomorrow

	Respect	Responsibility	Resilience	Inclusion
Toilets	I will • wait my turn • keep the toilets clean and tidy	I will • flush the toilet • report any problems or mess • return quickly to class.	I will • use the toilets during breaks, when possible.	I will • keep the toilet clean for the next user.

Engagement and Wellbeing Chart

The Engagement and Wellbeing Chart provides all staff, students and parents with those behaviours we consider to be minor that can be managed at the classroom level and those that are considered major that need to be managed at a leadership level, as determined by staff, students and families.

The Engagement and Wellbeing Chart also provides all stakeholders with the steps staff take when responding to each type of behaviour.

Staff are provided with the Creating Successful Learners document to assist with the management of minor behaviours. This expands on the steps outlined in the minors section of the Engagement and Wellbeing Chart.

Consequences for inappropriate behaviours, including irregular attendance, will be responded to through a staged response including early intervention/prevention and disciplinary consequences.

ECHUCA TWIN RIVERS PRIMARY SCHOOL

RESPONDING TO INAPPROPRIATE BEHAVIOURS FLOWCHART

TIER 1

- Lateness/stalling/not prepared with materials
- Ignoring instructions/passively defiant
- Leaving without permission
- Interrupting others learning/ignoring personal space
- Being disrespectful
- Out of uniform
- Unsafe activity

Non-Verbal Prompt
Gesture or use visual prompt to support behaviour.
(Student is tackling during football. Move towards student and make eye contact)

Redirect:
Restate the expected behaviour/refer to the matrix. Reminder to student & visual cue.
(eg; Fred, we keep our hands to ourselves at school)

Reteach expectation:
State & demonstrate the expected behaviour.
(eg; Remember Fred, we keep our hands and feet to ourselves)

Provide choice & consequence:
Provide a choice that enables the student to make a positive choice. If a student doesn't engage positively, record on Sentral.
(eg; Fred, you either keep you hands to yourself or you will need to finish the game.)

Give positive feedback once behaviour is observed. If student is still non-compliant, follow Tier 3 steps.

TIER 3

- Absconding
- Physical violence/intimidation/verbal abuse
- Ongoing bullying/harassment/racism
- Sexualised behaviours/comments
- Using a weapon
- Bringing inappropriate items from home
- Ongoing refusal to follow instructions (timeline)

Minimise risk to others. Call for assistance from nearby staff members. Prompt/redirect (FIRM)

Leadership to be contacted as the first point of call where needed. Leadership will decide whether a code needs to be called.

First responder to complete Sentral report. Additional staff to add to the incident following initial report.

Parent/Guardian/Carer notified: Leadership to make contact with caregiver (family, etc) discussion with the student around the incident.

Conversation:
Follow up restorative conversation with staff member, student or caregiver, outside agencies.

Leadership to debrief with staff as needed.

TIER 2

- Physical contact, threatening to use a weapon, threatening to self harm
- Lying/deception/manipulation
- Swearing in conversation/inappropriate language
- Self exiting
- Shouting/screaming
- Teasing/harassment/cyber - bullying/racist comments
- Vandalism/theft
- Refusal to follow instructions
- ICT Breach

FOLLOW UP

Positive feedback on desired behaviour when displayed

Tier 1 or 2 Sentral report

Choose appropriate consequence as outlined on Sentral

FOLLOW UP

Apply appropriate consequence (educative)

Definitions of Inappropriate Behaviours

	Tier 1	Tier 2	Tier 3 3x Tier 3= BSP 3x physicals in Yard=YP.
Observable behaviour	Lateness/stalling/not prepared with materials Ignoring instructions/passively defiant Leaving without permission - choosing not to remain within the boundaries set by the teacher (learning environment) Interrupting others learning/ignoring personal space Being disrespectful - littering, not putting equipment away Out of uniform - wearing casual clothing to school outside of their birthday or a significant event Unsafe activity - throwing ball across classroom, climbing fence or tree.	Physical Contact, threatening to use a weapon, threatening to self harm - pushing, tripping, grabbing others, poking others, threatening others, slapping with a hat, sling tackling, wielding objects Lying/Deception/Manipulation - convincing others to exhibit undesirable behaviour, following others, encouraging fights) Swearing in conversation/inappropriate language - rude gestures, slang, general swearing in conversation, substitute word Self-exiting - hiding from staff within school grounds Shouting/screaming - making loud noises, yelling at others Teasing/harassment/cyberbullying/ racist comments - bystander, antagonising others intentionally) Vandalism/Theft - kicking doors and windows Refusal to follow instructions ICT Breach	Absconding - leaving school grounds and hiding from staff Physical violence/ Intimidation / Verbal Abuse - verbal threats, punching, slapping, throwing to the ground, broken items such as windows, lights furniture or equipment Ongoing Bullying and Harassment/ Ongoing Racism - repetitive behaviour targeted to a particular person or group of people Sexualised behaviours/comments - humping, mimicking sex acts, calling people a rapist, pervert, paedophile Using a weapon - tree branch, sports equipment, shoes, furniture, breaking windows, pencils/rulers Bringing inappropriate items from home - phones, knives, vapes, lighters, weapons Ongoing refusal to follow instructions (timeline) - risk of injury to others, disruption to the class, code/evacuation, ongoing verbal abuse, not following plans (BSP, YP)

Tier 1 Whole School Engagement Strategies

Our established school values have been elaborated into expected positive behaviours across a range of settings within the school. The expected positive behaviours are reinforced to students through the explicit teaching of new skills and behaviours while responding effectively to inappropriate behaviours.

The emphasis is on encouraging and rewarding positive behaviours, while at the same time realigning the behaviours of students who exhibit inappropriate behaviours. Processes, procedures and school wide systems will be reviewed regularly to evaluate their effectiveness in meeting our goals.

Comprehensive collection and evaluation of behaviour data on a monthly basis will form the basis upon which any change and modification to processes and procedures will take place.

Positive Acknowledgement Systems

Students are acknowledged for positive behaviours as individuals using Wally Stickers and as a class using a formal, predictable and accountable system that allows all students to achieve positive acknowledgments.

Students build up their Wally Stickers for rewards for demonstrating our school values and positive behaviours. Certificates for each Wally sticker milestone are handed out at assemblies and celebrated in the newsletter each week. We aim for a 6 positive acknowledgments to every correction. We refer to this as a 6:1 ratio.

These are examples of the stickers that we use to reward positive behaviours in and out of the classroom.

Echuca Twin Rivers Primary School Positive Acknowledgement System

	Name	Resources	Description & Criteria	Where & When Presented	Information for staff	Goals	Celebrations	Co-ord.
Frequent (daily)	Verbal praise Wally Stickers Positive on Sentral	Wally stickers Sentral	Staff give high rates of verbal specific feedback, using language specific to our school expectations and values and give a Wally sticker	Classroom Non-classroom settings When school value and/or expectation has been demonstrated	Rolls of Wally stickers provided to all staff once per term. Extra Wally stickers available from Wellbeing team	All students receive a positive acknowledgement and/or Wally sticker during the day.	Students wear stickers home to share with families. Students accumulate Wally stickers for a choice of rewards.	All staff Wellbeing team
Intermittent (weekly, fortnightly & monthly)	Certificates Wally Rewards -when reached -Student of the Week -Nights of Reading Positives -House -Student -Whole school Parent contact (phone call, email, Class Dojo) Principal's Lunch	Wally Sticker Reward chart Certificates Student of the Week Nights of Reading Wally Certificate Parent contact Sentral Attendance Principal's Afternoon tea	Staff record students' wally stickers within the classroom and acknowledge milestones. Discuss with students what they would like their reward to be from the Wally Rewards chart. Staff record who has received certificates, attended Principal's afternoon tea and parents contacted.	Classroom Whole School Assembly Department Assembly When student has reached a designated number (Wally rewards, Nights of Reading) or demonstrated school expectations consistently	Wally Rewards Chart on display in the classroom. Certificates available in the staffroom and front office. Names for the Principal's are taken from the students who have earned the most positives throughout the term Names need to be added to Assembly template on the Staff Google Drive	All students have received at least 2 Wally stickers during a week. All students to have at least 3 positives recorded on Sentral by the end of the month Parents/carers have been contacted 3 times as an acknowledgement of positive behaviour	Students acknowledged in the school newsletter, on social media (School Facebook page, Class Dojo), on Sentral and at Assembly.	All staff Newsletter Office staff Assembly School Leaders Social Media Media Communication
Occasional (termly /yearly)	Terrific Kids Positives -Whole -House -Individual Attendance Principal's Lunch Cooking session Celebration Day	Certificate Terrific Kids Attendance Attendance Principal's Lunch Cooking session Celebration Day	Staff record who has received certificates, attended Principal's lunch, cooking session and celebration day	Classroom Assembly When students have repeatedly demonstrated school expectations.	Certificates available in the staffroom and front office. Names for the A.P's Lunch and cooking session need to be emailed a week prior to the determined date. Names need to be added to Assembly template on the Staff Google Drive	All students to have received at least 40 positives on Sentral for the year	Students acknowledged in the school newsletter, on social media (School Facebook page, Class Dojo), on Sentral and at Assembly. Parents are contacted for Terrific Kids so they can attend Assembly.	

HIGH 5

Problem Solving Strategy

1. STOP - use the hand signal when you see *OR* experience a problem behaviour
2. TALK FRIENDLY - say what it is you don't like
3. WALK - walk away from the problem behaviour
4. TALK FIRMLY - if it continues
5. TALK - report what has happened to a teacher or an ES member

RESPECT RESPONSIBILITY RESILIENCE INCLUSION

Students are taught the High 5 Strategy for identifying and responding to inappropriate behaviour.

Lesson plans have been developed around the introduction of the High 5 Strategy for all students.

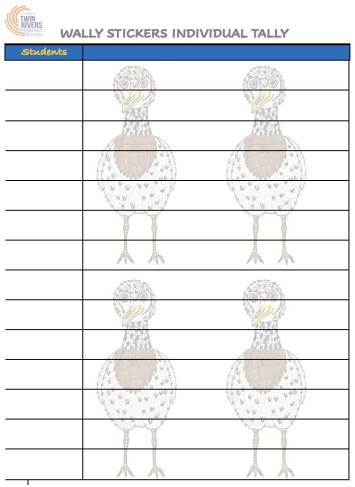
The High 5 strategy is referred to, as well as revisited, continuously throughout the year.

WALLY REWARDS

- When we are showing our school values and making positive choices at school, we can be acknowledged with a Wally Sticker.
- We all have a Wally Chart in the classroom where we can tally our stickers.
- When we have collected or 'banked' the amounts of stickers listed below, we are eligible for a reward. It is wonderful to receive a reward for our efforts.
- When we are ready to 'spend' our stickers, we make our choice and tell our classroom teacher.
- They help us keep track of our stickers and negotiate a time to take the reward
- Everyone who 'spends' their stickers gets a certificate at the Department Assembly.

RESPECT
INCLUSION
RESILIENCE
RESPONSIBILITY
ACADEMIC
EXCELLENCE

25	50	75	100
Sit on a chair at Assembly Read a book to a class Selfie with a teacher or class Display work in the office for a week Use a wobble/rocker chair for the day Choose a song or show for the class to listen/watch during eating time (school approved) Choose who you sit next to for the day School approved Apps for 20 mins Board game with a friend for 20 mins 20 mins outside with a friend Sit at the teacher's desk 20 minutes free time Choose where everyone sits for the day	Free dress for the day Eat lunch with the Principal, or teacher of your choice 30 minutes outside with a friend Join another class for a session (1 hour) 30 minutes free time Time with Frankie or Bernie and the adult handler Do an announcement over the PA Stay inside for recess	Hot chocolate or milkshake Free lunch order School approved apps for 30 mins Choose what the grade does for 1 hour 45 mins outside with a friend 45 mins free time with a friend Skip a session (1 hour) Frankie or Bernie in the classroom for an extra hour Teacher's Assistant for the Day	Extra recess with a friend for 15 mins 1 hour free time with a friend Your choice of an outside game with the whole grade Teacher for the day Principal's lunch (e.g. Pizza) Frankie or Bernie in the classroom for a whole day (negotiated with staff) Be the Principal's assistant for the day Cooking Different class for the day



Wally Stickers - Individual Rewards

Students accumulate Wally stickers, which are recorded by their classroom teacher on a Wally Rewards tally sheet.

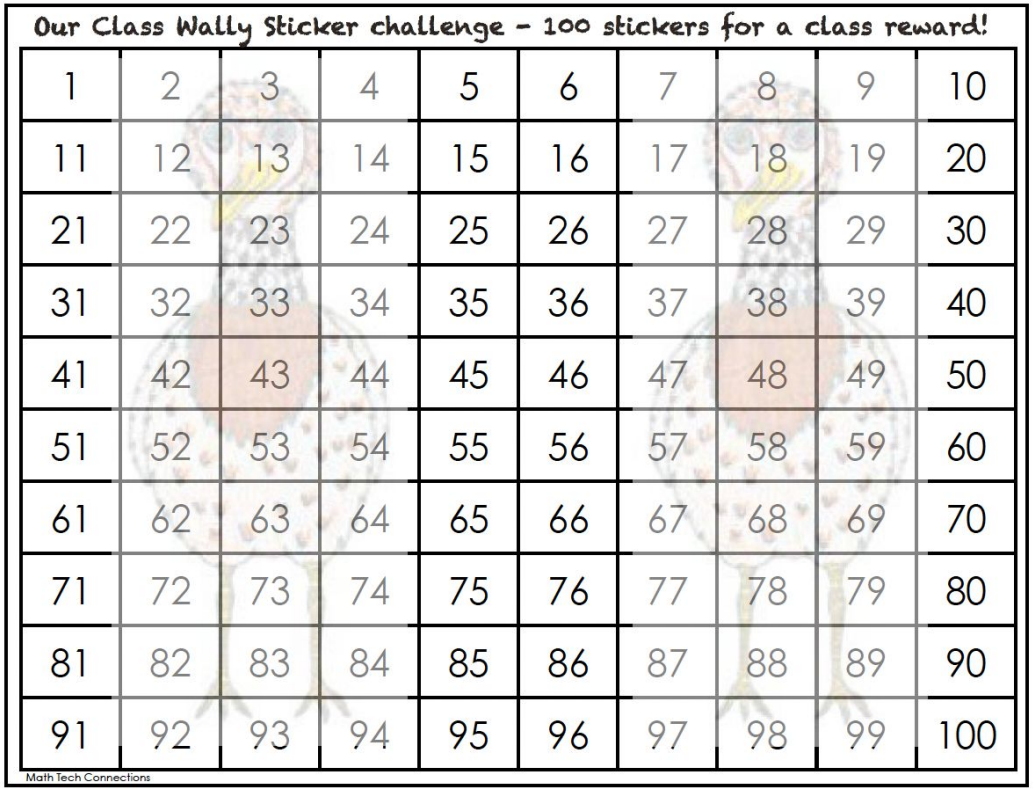
Students are able to ‘bank’ their Wally Stickers to earn a reward at 25, 50, 75 & 100 stickers. When they ‘spend’ their stickers students need to build up their tally again.

Positive acknowledgements are recorded on Sentral, included in the newsletter and students receive a certificate at Assembly when they have ‘spent’ and collected their reward.

Staff and students have also formulated the Wally Rewards chart as part of the acknowledgement system process.

Students can choose from a range of activities when they reach each Wally Sticker milestone.

The chart is revisited bi-annually through classroom discussions and feedback from staff.



Whole Class Celebration - 100 Wally stickers

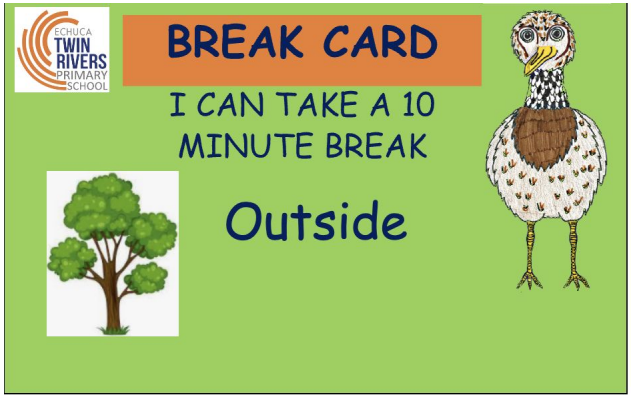
A class can accumulate Wally stickers, which are recorded by their SWPBS Classroom Leaders on a Wally Rewards 100 Chart, at the end of each week.

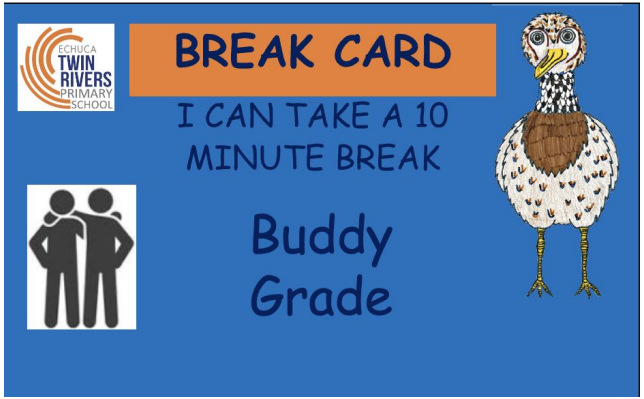
The class, or teacher, can choose from a range of activities when they reach 100 Wally stickers, something that all students in their grade can engage in.

When classes have reached their 100 Wally Celebration they must record it on Sentral.

This will add 100 positives to our school target.

Every classroom and/or learning area has a set of coloured Break Cards for students to use as part of their Behaviour Support Plan, Individual Education Plan and/or Wally Rewards.





Break Cards - Elaborations

Break cards can be used as part of the students Behaviour Support Plan (BSP) or Individual Education Plan (IEP), as well as Wally Rewards and/or as needed for a short break. Before use - staff and students need to have a conversation around the expectations for the use of the break card, as well as what the break is going to look like.

Expectations for students:

- demonstrate the school values of Respect, Responsibility, Resilience and Inclusion
- go to the designated space they discussed with the classroom teacher or staff member
- will have the break card with them
- will need to show the break card if asked
- break card is returned in good condition
- follow the time limit given.

Buddy Grade (agreed upon)

Students move to a designated classroom.
Students move to a specific staff member as per their IEP or BSP.
Students move to a specific classroom, as part of their Wally Rewards, after a discussion with both teachers.

Office

Students need to have a check in with Julie, Matt, Tegan, Nicole or Kimmie.
Students are helping to complete a job.
Students are using a Wally Reward.

Outside

Students have a designated break as per their IEP or BSP.
Students using their Wally Rewards - must be supervised or in line of sight of the classroom.

Dogs Connect

Students are able to take Bernie or Frankie for a walk (a staff member MUST supervise.)
Students are able to take the dogs for a toilet break (a staff member MUST supervise.)
Students are able to transition the dogs to the next classroom as per the dogs timetable (a staff member MUST supervise.)
Students are able to sit with the dogs and pat them (in the classroom or office.)
Students are able to rest with the dogs (in the classroom or office.)

Tier 2 Behaviour Reflections & Small group interventions

Students are identified as needing Tier 2 interventions when in a month, a student records between 2 and 5 major behaviours on our student management system Sentral. SWPBS is a researched and evidence based framework that relies heavily on data to monitor, identify and modify systems, processes and practices within the school environment.

Students who require Tier 2 Intervention usually work in small targeted groups with our Wellbeing Officers or Assistant Principal, practicing, modelling and re-teaching the values along with the expected behaviours while attending school. This can be a one off session or it can be a series of sessions that target specific behaviours that are identified on Sentral.

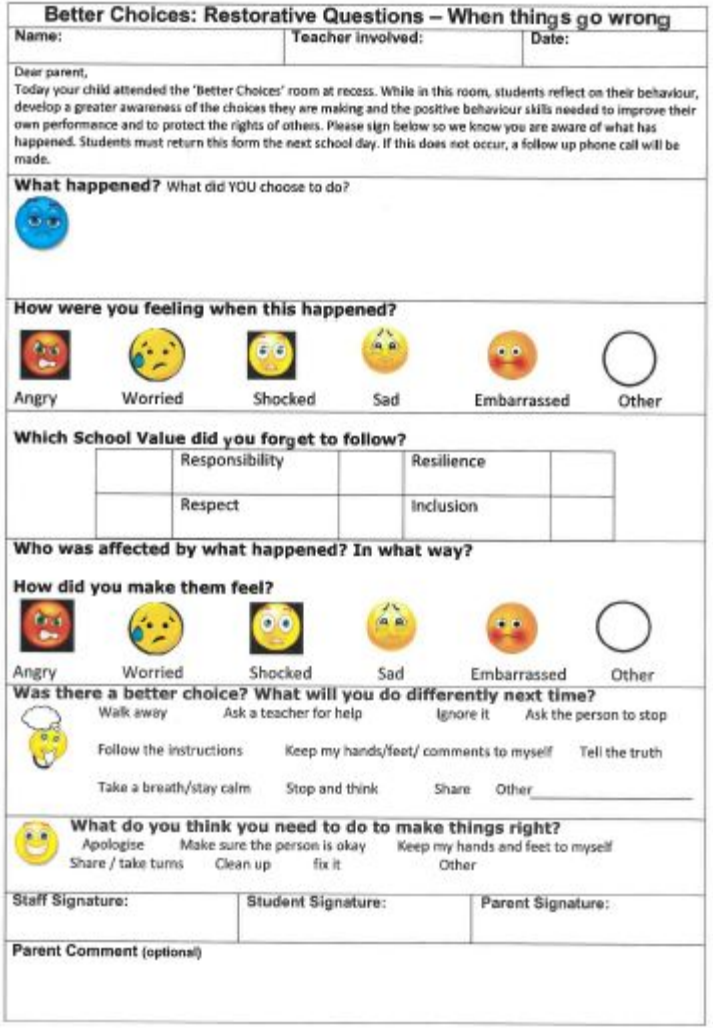
Tier 2 interventions may also include, but not limited to, other more specific wellbeing programs such as;

Highway Heroes Zones of Regulation Reading intervention
Social Emotional Learning Social stories Mentoring
Break cards Brain breaks Check In, Check Out system
Behaviour Support Plan Individual Education Plan

Better Choices Program

When necessary students may attend the Better Choices Program that takes place at eating times with either the Principal, Assistant Principal or a Wellbeing Team member in their offices.

This affords students the opportunity to speak freely with the staff and, when needed, other students, about the incident that have taken place.



Better Choices: Restorative Questions – When things go wrong

Name:	Teacher involved:	Date:

Dear parent,
Today your child attended the 'Better Choices' room at recess. While in this room, students reflect on their behaviour, develop a greater awareness of the choices they are making and the positive behaviour skills needed to improve their own performance and to protect the rights of others. Please sign below so we know you are aware of what has happened. Students must return this form the next school day. If this does not occur, a follow up phone call will be made.

What happened? What did YOU choose to do?

How were you feeling when this happened?

Angry Worried Shocked Sad Embarrassed Other

Which School Value did you forget to follow?

	Responsibility		Resilience		
	Respect		Inclusion		

Who was affected by what happened? In what way?

How did you make them feel?

Angry Worried Shocked Sad Embarrassed Other

Was there a better choice? What will you do differently next time?

Walk away Ask a teacher for help Ignore it Ask the person to stop
Follow the instructions Keep my hands/feet/ comments to myself Tell the truth
Take a breath/stay calm Stop and think Share Other_____

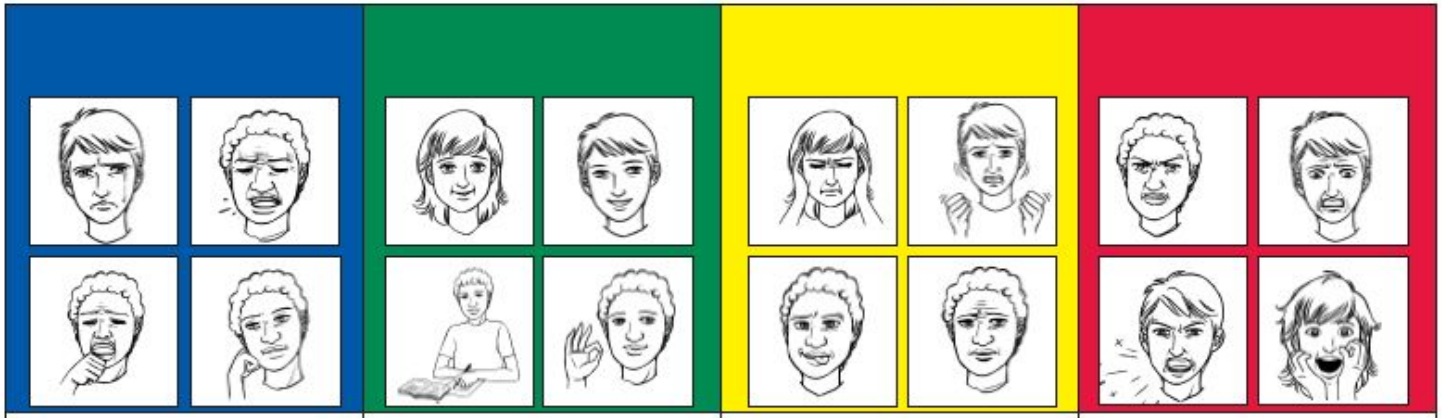
What do you think you need to do to make things right?

Apologise Make sure the person is okay Keep my hands and feet to myself
Share / take turns Clean up fix it Other

Staff Signature:	Student Signature:	Parent Signature:

Parent Comment (optional)

The ZONES of Regulation®



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

Posters with the Zones of Regulation are in use in all classrooms.

Sessions take place around the different zones and students are encouraged to identify which Zone they are in allowing for further support and guidance from staff and students.

Tier 3 Behaviour Reflections & Individualised interventions

Students who require Tier 3 interventions are any student who has 3 or more major behaviours recorded on our student management system Sentral in a term. Tier 3 interventions are more targeted towards individual needs and can involve the expertise of outside agencies. A student support group is created for the individual student and these support people meet regularly to monitor, review and modify the practices that are currently in place. A Behaviour Support Plan is then generated for the student with input from the support group.

Tier 3 interventions may also include but are not limited to:

- Behaviour Support Plans (created at SSG with support from Wellbeing)
- Check In/Planned Play (Wellbeing)
- Student Safety Plans (Teacher/Wellbeing)
- Attendance Plan (Wellbeing in discussion with Classroom Teacher)
- Regular student support group meetings (Student Led conferences) no less than termly
- Function Behaviour Assessments
- Risk Assessment (OHS)
- Engagement with medical personnel, Allied Health and/or School Support Staff (SSS) and other external support agencies.