



Positive Behaviour for Learning

What is PBL?

Positive Behaviour for Learning is an evidence-based whole school process to improve learning outcomes for all students. The philosophy behind PBL is that students require explicit instruction in how to achieve the desired behavioural expectations of the school.

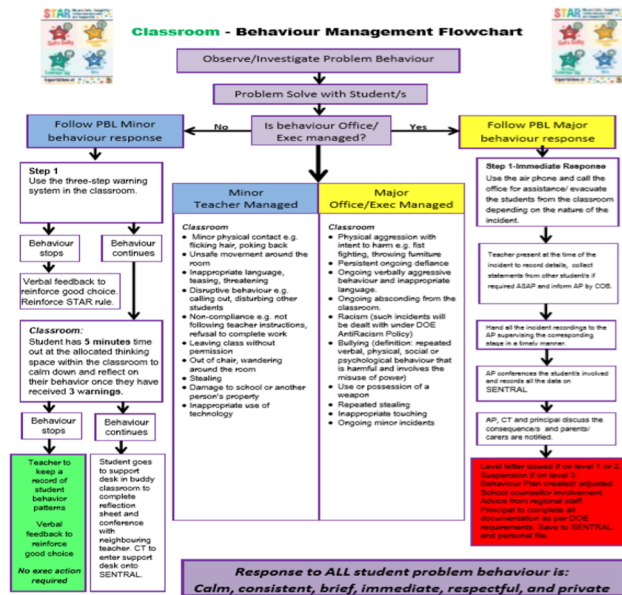
As with other curriculum areas, 80-90% of students are expected to reach targets through the instruction provided in PBL lessons and the support provided through signage and reward systems.

5-10% of students will require more targeted, small group support. 1-5% students will require intensive, individualised support such as behaviour plans.



What does this look like @ MHPS

*Flow chart of major and minor behaviours developed in consultation with staff, students and parents.



*Matrix of desired behaviours for each setting developed in consultation with staff, students and parents.

| At MHPS we are: | PBL Matrix classroom/indoor settings | | | | |
|--|--|---|--|---|---|
| | Classroom | Library | Computer Lab | Hall | Office |
| Safe Safe Sally | Move around in a sensible manner. Obtain permission to leave. Report concerns to the teacher. Sit appropriately in chairs. Carry and use equipment safely. | Move around in a sensible manner. Obtain permission to leave. Report concerns to the teacher. Sit appropriately on chairs and lounges. | Move around in a sensible manner. Obtain permission to leave. Report concerns to the teacher. Use appropriate websites. Leave food and drink in your bags. | Move around in a sensible manner. Obtain permission to leave. Report concerns to the teacher. | Keep entry and exit points clear. Only be there if you have a reason. Only one friend with first aid. |
| Thoughtful Thoughtful Theo | Share your ideas. Be kind to your classmates. | Tidy the Library at the end of lessons and lunch. Assist others with technology. | Help one another by offering assistance to others around you e.g. logging on or typing a URL in. | Celebrate others' success. | Wait. Use Manners and speak politely. |
| Active Learners Active Learner Ali | Complete your work to the best of your ability. Raise your hand when you have a question. Use time wisely. Participate in class discussions. | Listen attentively. Always try your best. Discover and enjoy the resources. Enjoy quiet reading time. | Stay focused throughout task. Be curious and ask good questions. Follow the computer code of conduct. Be mindful of appropriate and inappropriate sites and know what to do. | Listen to teacher's directions. Actively participate in activities. | Listen to instructions. |
| Respectful Respectful Rita | Follow teacher's instructions. Use inside voices. Work cooperatively as a team. Value other student's input. Keep your classroom tidy. | Follow teacher's instructions. Use inside voices. Ask permission to touch Library displays. Take care of all books, iPads and resources. | Follow teacher's instructions. Use inside voices. Use equipment appropriately and with care. Leave the learning space clean and tidy. Report technology issues to the teacher. Leave settings on computers/iPads as they are. | Follow teacher's instructions. Use inside voices. Show appreciation appropriately. Listen to all speakers. | Enter the front office only when directed by staff. Follow staff instructions. |

Fortnightly focus of lessons and STAR day.

*Lesson plans and a fortnightly focus

| | Weeks 1-2 | Weeks 3-4 | Weeks 5-6 | Weeks 7-8 | Weeks 9-10 |
|---------------|------------------------------|------------------------|-------------------------------|------------------|----------------------|
| Term 1 | Establish class expectations | Morning Muster | Assembly | Transitions | Review based on data |
| Term 2 | Cola/ Canteen | Toilets/ Bubblers | Paddock/ Games Court | Classroom | Review based on data |
| Term 3 | Hall | Library Quad & Library | Check Quad, artificial grass/ | Office | Review based on data |
| Term 4 | Assembly | Play equipment | Sandpits | Presentation Day | Review based on data |

*STAR day every 5 weeks

Students who have no misdemeanors within a 5-week period are rewarded with 30 mins extra play time in stage groups and are given a STAR award which serves as a **'wild card'** when they trade in their 10 awards.



Individual Reward System

Phase 1:

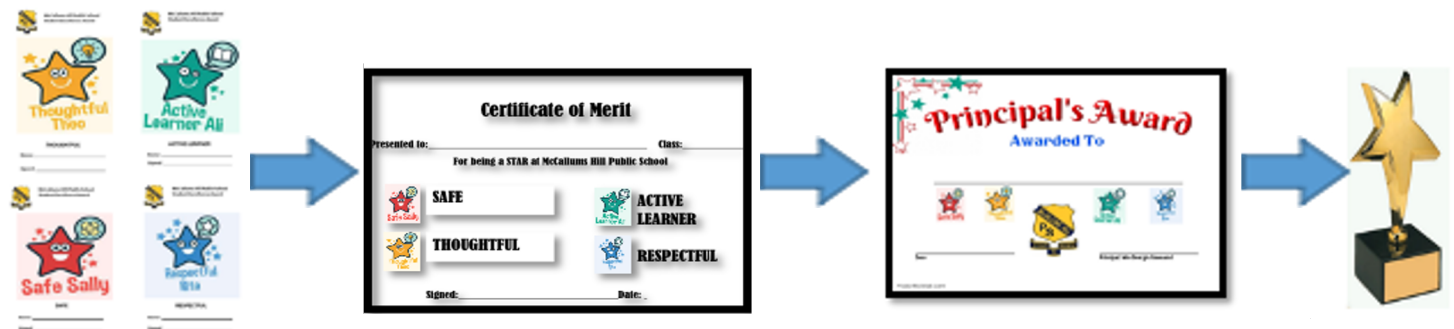
10 student excellence awards (need at least one of each colour) = 1 Merit Award

Phase 2:

5 Merit awards = 1 Principals Award

Phase 3:

5 Principals Awards = MHPS STAR trophy



Fast and Frequent Rewards



These token cards form the basis of our fast and frequent reward system. This system is linked to our sports house groups. Token cards are given out 'on the run' and the behaviour being rewarded is stated to the student.

House captains will collect the tokens from the office and classrooms fortnightly and count them. Tallies will be recorded and displayed on the window of the classroom where morning muster is held so it is visible to all. At the end of each term the winning house participates in a reward afternoon or receives a prize from the vending machine/ Good360.

