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12 February 2020

Dear Parents/Carers

STUDENT REWARD SYSTEM AND BEHAVIOUR MANAGEMENT FLOWCHART

Please find attached an outline of our school merit and behaviour management systems for your information. We hope that this information will help you to better understand our processes and procedures and support you in reinforcing our Positive Behaviour for Learning (PBL) values here at Grose View Public School.

At the beginning of each year our teachers deliver a series of PBL lessons to their classes. These lessons provide students with clear and explicit examples and demonstrations of appropriate and expected behaviours. Students are rewarded for demonstrating these behaviours. When problem behaviours arise, students are counselled on what the expected behaviour should be in line with our PBL values and expectations.

It is important to note that the flowcharts only serve as a guide, and staff are expected to use discretion in their interpretation and implementation. Every student and every circumstance is unique and there can be extenuating circumstances that require an alternative course of action.

We hope that these flowcharts assist you in supporting your children to be safe, respectful, responsible, learners who care. Should you wish to discuss this further please contact your child's teacher.

Yours sincerely

Miss Rachel Graham
Relieving Principal

STUDENT WELFARE INFORMATION

PBL

Grose View Public School is a *Positive Behaviour for Learning* school. Our award and behaviour system is linked to this process. We encourage students to follow our five school rules and be safe, respectful, responsible, learners who care. Throughout the year, teachers explicitly educate and reinforce school expectations in all settings. *Positive Behaviour for Learning* is based on a consistent approach to create a positive learning environment for all.

PBL Tokens are colour coded and display the corresponding rule. They are given to students for demonstrating school expectations and to reward positive behaviour.

2020 REWARD CARD SYSTEM

5 Mini Merits = 1 White Award

5 White Awards = 1 Reward Card [Bronze>Silver>Gold>Platinum]
(presented at assembly each fortnight)

3 Reward Cards = 1 Award Badges [Bronze Badge>Silver Badge>Gold Badge>Platinum Badge]
(presented at assembly mid-term and end of term)

Awards are accumulated throughout a student's schooling at Grose View. Teachers keep a record of students' awards throughout the year; however, students are strongly encouraged to be responsible for their own awards.

- Mini Merits (purple awards) can be earned by students for following any one of our school rules
- Mini Merits can be awarded by any teacher in the school to any student
- Mini Merits are also earned when a student receives an Assembly Award or Principal's Award

1-2-3 MAGIC

The *1-2-3 Magic* program is based on a behavioural theoretical framework. It aims to teach children emotional intelligence skills using cognitive-behavioural strategies. *1-2-3 Magic* is designed to equip students with the ability to self-regulate their behaviour. Students are explicitly taught expected behaviours and counting is used as a strategy to allow students time to correct their behaviour before being given a 'Time-out'. *1-2-3 Magic* is currently being implemented in all classes this year.

OUR CONSEQUENCES

The school referral system was introduced as part of PBL. A referral will be given to a student when a school rule is broken. There are two levels of referral; yellow and red. Yellow referrals are issued for minor incidents, while red referrals are issued for more serious or repeated incidents. Referral data includes the time and place an incident took place, as well as the rule that was broken and the student's motivation for breaking the rule. The teacher issuing the referral writes down the consequence for the behaviour which may include a request for follow up by a supervisor (Assistant Principal). Repeated offences can lead to detention, withdrawal of privileges and if warranted, suspension. Parents may receive a written notification and/or phone call about any of these behaviours with the opportunity for an interview to discuss student behaviour.

PERSONAL DEVELOPMENT PROGRAMS

Resilience, anti-bullying and positive interpersonal skills are taught on a daily and weekly basis. Our school participates in the Peer Support Australia program that focuses on the annual modules of relationships, optimism, resilience, values and speaking up. The Peer Support program is taught over a term and is led by our senior students presenting to younger students in small supportive groups, supervised by teachers. All students at Grose View are encouraged through our NO, GO and TELL procedure to report any concerns they may have directly to a teacher. In the playground, students are encouraged to report directly to the teacher on duty. Any other concerns should be reported immediately to their classroom teacher so that issues can be dealt with promptly.

PARENT/TEACHER MEETING

Classroom teachers should always be the first point of call to address any concerns you may have in relation to your child. Please contact the office to arrange a mutually convenient time to meet with your child's class teacher if you wish to see them prior to 3-Way Conferences or at any other time.