
Echuca Twin Rivers School SWPBS Family Handbook

RESILIENCE
RIGHTS &
RESPECTFUL
RELATIONSHIPS



Learners today, Leaders tomorrow

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Our Mission

At Echuca Twin Rivers 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 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 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 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 12-15cm 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?

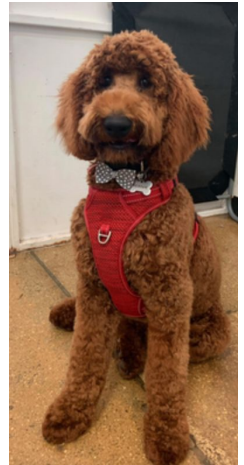
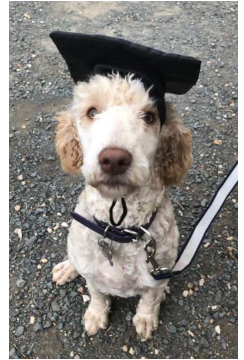
The aim is to help create lifelong learners through improved wellbeing, awareness and connection. Main components covered in the program include empathy, awareness of others and self, self-regulation and reactivity.

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 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 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.



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.

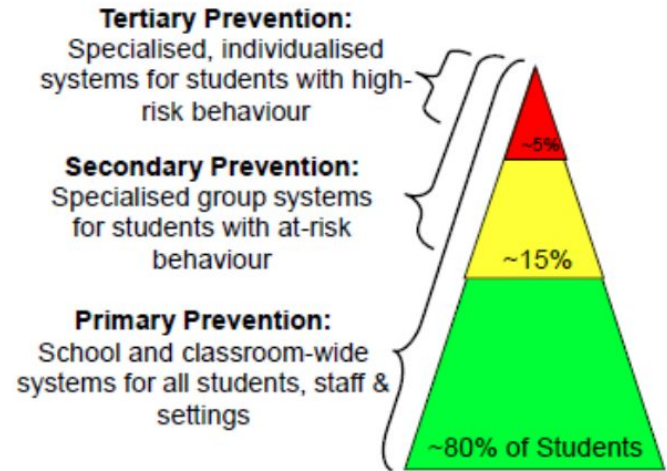
Tiers of Intervention

Echuca Twin Rivers 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 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 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.

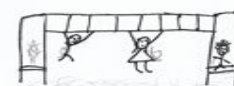
It is extremely important that the behaviours are taught in the context in which they are expected to be exhibited. For example, positive behaviours in relation to the playground must be explained, taught and practised in the playground.


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 School Matrix

Learners today, Leaders tomorrow



	Respect	Responsibility	Resilience	Inclusion
All Settings	Follow staff instructions. Use kind words.	Hands, feet and objects to ourselves.	Use our High 5 strategy to try and solve problems Try your best	Be kind to others. Include and encourage others. Celebrate everyone's achievements.
Inside	Work quietly. Ask to leave the classroom. Wait our turn.	Act in a safe manner. Have our equipment ready.	Stay on task.	Work well with others Share equipment.
Outside	Take care of all equipment. Use equipment the right way.	Stay together when at special events.	Show good sportsmanship.	Play well with others. Share space and equipment.
Transitions	Move safely and quietly. Follow staff directions. Enter and exit quietly.	Walk around the buildings. Line up on time, in our area.	Line up quickly and quietly.	Maintain personal space.
Toilets	Respect others' privacy. Keep the toilets clean and tidy.	Flush the toilet. Report issues. Return quickly to class.	Use the toilets during breaks, when possible.	Wait our turn.
ICT	Use the device as the teacher has asked. Use it, return it and plug it in.	Look after the devices. Only access school approved sites. Report ICT issue.	Persist with all tasks on our devices.	Share and take turns.

All Settings - Elaborations

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.

We will listen and follow staff directions

- Respond to your name
- Acknowledge the directions
- Complete directions given

We will use kind words

- Saying please, thank you
- Push up and positive language
- Speak in a friendly tone
- Speaking in the right volume for the setting

Responsibility

We recognise our actions and make a positive difference

We will keep our hands, feet and objects to ourselves

- Remembering everyone's personal space
- No throwing things at or near others
- No touching others and their belongings

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

We will use our High 5 strategy to try and solve problems

We will try our best

- Give everything a go
- ·Ask for help
- ·Keep trying

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.

We will be kind to others

- ·Speak nicely
- · Ask others to play

We will include and encourage others.

- Ask others to play/join in
- Encourage others – push ups

We will celebrate everyone's achievements.

- Use kind words – push ups

Inside - Elaborations

(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.

We will work quietly

- Use inside voices
- Focus on our own work
- Stay in our own work space

We will ask to leave the classroom.

- Use a break card

We will wait our turn politely.

- Raise your hand
- Line up quietly

Responsibility

We recognise our actions and make a positive difference.

We will act in a safe manner.

- Walking when inside
- Hands and feet to ourselves at all times
- Sit on our chairs safely
- Use the equipment appropriately

We will have our equipment ready

- Work books and pencils out and ready for use
- Waiting quietly for instructions
- Following class routines

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

We will stay on task.

- I know what our individual goal is
- Try our best with all tasks
- Focus on our own work
- Stay at our table/designated work space.

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.

We will work well with others

- Share ideas
- Take turns
- Share the workload

We will share equipment

Outside - Elaborations (Basketball courts, Oval, Courtyards, Sandpits, Play Equipment, Sporting Events)

<p>Respect</p> <p>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.</p>	<p>We will take care of all equipment</p> <ul style="list-style-type: none"> ● Return equipment to designated area ● Report any broken equipment 	<p>We will use equipment the right way</p> <ul style="list-style-type: none"> ● Use equipment for intended purpose
<p>Responsibility</p> <p>We recognise our actions and make a positive difference.</p>	<p>We will share with others.</p> <ul style="list-style-type: none"> ● Turn taking ● Patience 	<p>We will stay together when at special events</p> <ul style="list-style-type: none"> ● ·Excursions and camps ● ·Sporting events ● Community Events
<p>Resilience</p> <p>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</p>	<p>We will show good sportsmanship.</p> <ul style="list-style-type: none"> ● Celebrate others and self ● Kind words - push ups ● Manners – please, thank you 	
<p>Inclusion</p> <p>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.</p>	<p>We will play well with others</p> <ul style="list-style-type: none"> ● Use equipment for intended purpose ● We stay in the defined school space ● We stay in our group/area ● We will take turns and share roles in the game 	

Toilets - Elaborations

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.

We will respect others' privacy.

- Use your own cubicle
- Keep our hand and feet to ourselves.

We will keep the toilets clean and tidy

- Clean floors and walls
- Flushed toilet
- Taps turned off
- Rubbish in the bins

Responsibility

We recognise our actions and make a positive difference.

We will flush the toilet.

We will report issues

- Blockages
- Damage
- Mess

We will return quickly to class

- We go to the toilet for the intended purpose

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

We will use the toilets during breaks, when possible.

- Before the bell goes
- During eating time

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.

We will wait our turn.

Transitions - Elaborations

(Class to class, around the room, around the school, to and from outside)

<p>Respect</p> <p>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.</p>	<p>We will move safely and quietly</p> <ul style="list-style-type: none"> ● We walk in the requested line/s ● We stay on the footpath <p>We will follow staff directions</p> <ul style="list-style-type: none"> ● Listen to the directions given ● Demonstrate what has been asked 	<p>We will enter and exit quietly</p> <ul style="list-style-type: none"> ● Walk in and out of buildings ● Walk in and out of gates
<p>Responsibility</p> <p>We recognise our actions and make a positive difference.</p>	<p>We will walk around the buildings</p> <ul style="list-style-type: none"> ● Walk on the footpaths ● Walk around corners ● Walk near entry and exit points (gates, doors) 	<p>We will line up on time, in our area</p> <ul style="list-style-type: none"> ● Students sitting or standing in one or two lines ● Students at line before the music finishes and the bell rings.
<p>Resilience</p> <p>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</p>	<p>We will line up quickly and quietly.</p> <ul style="list-style-type: none"> ● Ready to move to Specialist subjects ● Hoping on the bus ● Ready to enter or exit a building 	
<p>Inclusion</p> <p>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.</p>	<p>We will maintain personal space</p> <ul style="list-style-type: none"> ● We walk quietly from A to B ● We will keep our hands, feet and objects to ourselves 	

ICT - Elaborations

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.

We will use the device the way our teacher has asked

We will use it, return it and plug it.

- Pad used as directed by teacher
- Pad returned to cabinet when not in use
- iPad charged, ready for the next user

Responsibility

We recognise our actions and make a positive difference.

We will look after the devices

- Return to iPad cabinet
- Charged when needed
- Keep food and drink away from the iPad's

We will only access school approved sites

- Cyber-safe practices reinforced across classrooms

We will report ICT issues

- Any damage
- Any problem (internet, charging, missing App)
- Students not following expectations

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

We will persist with all tasks on our devices.

- Ask a friend for help
- Ask the teacher for help
- Try a different App.

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.

We will share and take turns.

- Pads used with care when shared between groups
- Students decide together what to work on

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.

Engagement and Wellbeing Chart

Staff need to be - Calm, Consistent, Brief, Immediate, Respectful, Specific

<p style="text-align: center;">Minor Behaviours Teacher managed within the classroom.</p>		<p style="text-align: center;">Major Behaviours Externally managed at Leadership Level, with support from Wellbeing</p>	
<p>Safety: Physical Contact Unsafe Activity Playing in toilet areas Running in the courtyard Leaving without permission</p> <p>Respect: Graffiti Talking when teacher is talking Inappropriate language ICT Breach Teasing Ignoring personal space Being disrespectful Poor sportsmanship</p> <p>Responsibility: Missing whole or part of the lesson Late to line Not in full school uniform Refusing to work Interrupting others' learning Refusal to participate</p>	<p>1st Step - Prompt: Prompt students with a non-verbal cue. Minimal verbal response.</p> <p>2nd Step - Redirect: Restate the expected behaviour/refer to the matrix. Reminder to student & visual cue Re-teach expectations.</p> <p>3rd Step - Reteach: State and demonstrate the expected behaviour.</p> <p>Provide Provide a choice that enables the student to make a positive choice. If a student doesn't engage positively, record on Sentral.</p> <p>Conversation Follow up restorative conversation with staff member, student and/or parent/caregiver. If a student is still non-compliant follow the major behaviour steps.</p>	<p>Safety: Serious Physical Contact Sexualised behaviours Absconding Making threats Possessing/Threatening to use a weapon Self-harm/threats of self-harm</p> <p>Respect: Bullying Harassment Refusal to follow directions Abusive language Cyberbullying Racism Sexualised comments ICT Breach Vandalism</p> <p>Responsibility: Lying/Deception Manipulation Theft Bringing inappropriate items from home</p>	<p>Prompt / Redirect (firm): Minimise risk to others. Call for assistance from nearby staff members.</p> <p>Contact: Leadership as the first point of call where needed. Leadership will decide whether a code needs to be called.</p> <p>Seek assistance: Staff, Leadership or Wellbeing staff to check in with student. Class re-directed from room or yard where necessary.</p> <p>Follow up (Leadership): Leadership contact parents and/or Outside Agencies and discuss the incident with the student.</p> <p>Follow up (staff): First responder to complete a Sentral report. This can be added to by additional staff as needed. Leadership will debrief with staff, students and families as needed.</p>

Definitions of Minor Behaviours

Safety:

Physical contact: actions where students are grabbing, pulling, pushing and shoving any staff, students and/or visitors

Unsafe activity: an incident that could harm others (e.g. kicking a ball into a group of children, throwing objects inside, running within the classroom)

Leaving room without permission: students wandering off from designated work areas, either another classroom or outside

Respect:

Graffiti: writing or drawings made on a students' workbook, book box, poster without permission

Inappropriate Language: using variations/code words of inappropriate words/swear words and talking about inappropriate things in front, and to, others

ICT Breach: students using iPads without permission, not using the correct app as instructed and not following teacher direction

Teasing: to make fun of, or attempt to provoke, in a playful or mocking way

Ignoring personal space: sitting or standing too close to others making them feel uncomfortable

Being disrespectful: being rude through not listening and/or complying with requests, walking away and/or speaking in a sarcastic tone or using put downs

Definitions of Minor Behaviours continued....

Respect:

Shouting/Screaming: students using an inappropriate volume that disrupts others

Poor Sportsmanship: ignoring game rules, cheating, arguing with decisions made, reacting poorly to losing a game, as well as reacting poorly to winning a game

Responsibility:

Refusing to work: not beginning or undertaking the required task, or joining in on the classroom daily program

Interrupting others' learning: talking at inappropriate times, or in an inappropriate manner. Behaving in a way that stops others from concentrating on their work

Refusing to participate: not taking part in classroom and extended programs e.g. Reading, Maths, PE, Art, Indonesian, Music

Definitions of Major Behaviours

Safety:

Serious Physical Contact: aggressive actions such as kicking, punching, hitting (with hand or objects), tripping, tackling, pushing and shoving, of any staff, students and/or visitors

Sexualised behaviours: inappropriate gestures, touching/contact and/or language, of a sexual nature, that makes others uncomfortable

Absconding: to depart classroom/school grounds in a sudden and secretive manner, hiding to avoid others

Making threats: any expression (physical, verbal, direct/indirect) of intent to cause harm or damage to any person or object

Respect:

Bullying: when a person or a group repeatedly and intentionally uses or abuses their power to intimidate, hurt, and/or put down someone else physically or emotionally

Harassment: following others and/or disrespectful messages to another that includes threats, intimidation, obscene gestures, pictures or written notes

Refusal to Follow Directions: not listening or complying with staff requests, both in and out of the yard, that are connected to our school values and safety

Abusive language: this includes swearing, name calling and/or personal insults

Definitions of Major Behaviours continued...

Respect:

Cyberbullying: using social media and/or messaging apps to send threats, inappropriate messages, and pictures to others, both at and outside of school

Racism: involves unwanted words or actions towards someone of a specific race that offend, demean, annoy, alarm
or abuse

Sexualised comments: name calling, insults and/or conversations of a sexual or homophobic nature, made towards other students/family members

ICT Breach: not following ICT user agreement by researching inappropriate websites/images, sending messages to others and not following teacher direction

Vandalism: intentionally breaking/damage school equipment and others' personal property

Responsibility:

Lying/Deception: not telling the truth when asked

Manipulation: intentionally misleading others through lies, rumours and here-say for a desired result

Theft: Taking/hiding any item that don't belong to them

Bringing Inappropriate items from home: e.g. banned items such as mobile phones, items of a sexual nature and/or inappropriate reading materials

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 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 student to 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 & monthly)	Wally Rewards Student of the Week Wally Certificate Nights of Reading Certificate Parent contact (phone call, email, Class Dojo) Principal's Afternoon Tea	Wally Sticker Reward chart <u>Certificates</u> Student of the Week Nights of Reading Wally Certificate <u>Parent contact</u> checklist <u>Attendance</u> 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 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 Wellbeing office Names for the Principal's Lunch need to be emailed a week prior to determined date. Names need to be added to Assembly template on the Staff Google Drive	All students to 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 school newsletter, on social media (School Facebook page, Class Dojo), on Sentral and at Assembly.	All staff <u>Newsletter</u> Office staff <u>Assembly</u> School Leaders <u>Social Media</u> Media Communication

Echuca Twin Rivers School Positive Acknowledgement System

<p>Occasional (termly /yearly)</p>	<p>Terrific Kids Assistant Principal's Lunch Cooking session Class Celebration Day</p>	<p><u>Certificate</u> Terrific Kids <u>Attendance</u> Assistant Principal's Lunch Cooking session Class celebration day</p>	<p>Staff record who has received certificates, attended Assistant Principal's lunch, cooking session and celebration day.</p>	<p>Classroom Assembly When students have repeatedly demonstrated school expectations.</p>	<p>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 determined date. Names need to be added to Assembly template on the Staff Google Drive</p>	<p>All students to have received at least 30 positives on Sentral for the year</p>	<p>Students acknowledged in 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.</p>	<p>All staff <u>Newsletter</u> Office staff <u>Assembly</u> School Leaders <u>Social Media</u> Media Communication</p>
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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

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 STICKER REWARDS

Wally Sticker 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.

Respect

Inclusion

Resilience

Responsibility

Academic

Excellence



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 really exciting 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 assembly.

25

- Bring toy from home
- Change bag locker
- Sit on a chair at Assembly
- Read a book to a class
- Selfie with a teacher
- 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 to or watch during eating time (teacher approved)
- Choose who you sit next to for the day
- Play school approved Apps for 20 minutes
- Board game with a friend for 20 minutes
- Lead Circle Time
- 20 minutes outside with a friend
- Sit at the teacher's desk
- 20 minutes free time
- Choose where everyone sits for the day
- Selfie with the class

50

- Come out of uniform for the day
- Eat lunch with the Principal or a 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 teacher/Handler
- Do an announcement over the PA
- Sticky reside for recess

75

- Hot Chocolate or Milkshake
- Free lunch order
- Play school approved Apps for 20 minutes
- Choose what the grade does for 1 hour
- 45 minutes outside with a friend
- 45 minutes free time with a friend
- Skip a session (1 hour)
- Jobs for the teacher
- Frankie or Bernie in the classroom for an extra hour
- Teacher's Assistant for the Day

100

- Extra recess with a friend for 15 minutes
- Free time for 1 hour with a friend
- Your choice of an outside game with the whole grade for 1 hour
- Be the teacher for the day
- Special intervention (eg to ice creamery)
- Principal's lunch (eg 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

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 CARD
I CAN TAKE A 10
MINUTE BREAK



Office



This is a purple break card. In the top left corner is the EchUCA Twin Rivers School logo. The text reads 'BREAK CARD' in a blue box, followed by 'I CAN TAKE A 10 MINUTE BREAK'. Below this is an illustration of a person sitting at a desk with a sign that says 'Office'. The word 'Office' is written in large blue letters. On the right side of the card is a cartoon duck.

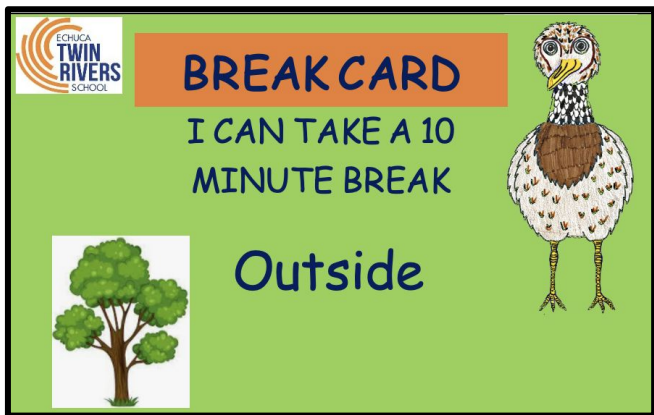


BREAK CARD
I CAN TAKE A 10
MINUTE BREAK


Dogs
Connect




This is a yellow break card. In the top left corner is the EchUCA Twin Rivers School logo. The text reads 'BREAK CARD' in a blue box, followed by 'I CAN TAKE A 10 MINUTE BREAK'. Below this, the words 'Dogs Connect' are written in large blue letters. On the right side of the card is a cartoon duck.



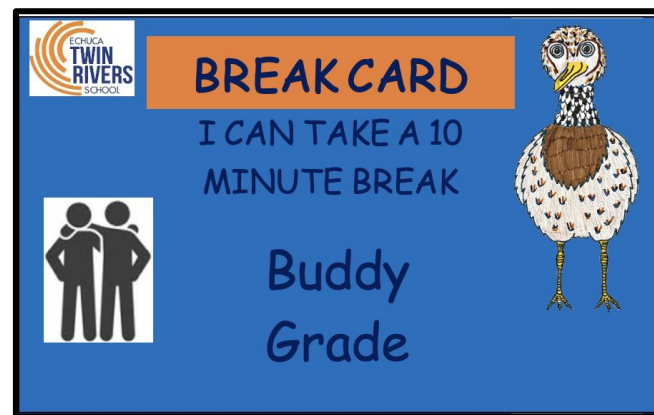
BREAK CARD
I CAN TAKE A 10
MINUTE BREAK




Outside




This is a green break card. In the top left corner is the EchUCA Twin Rivers School logo. The text reads 'BREAK CARD' in a blue box, followed by 'I CAN TAKE A 10 MINUTE BREAK'. Below this is an illustration of a tree. The word 'Outside' is written in large blue letters. On the right side of the card is a cartoon duck.



BREAK CARD
I CAN TAKE A 10
MINUTE BREAK



Buddy
Grade



This is a blue break card. In the top left corner is the EchUCA Twin Rivers School logo. The text reads 'BREAK CARD' in a blue box, followed by 'I CAN TAKE A 10 MINUTE BREAK'. Below this is an illustration of two people standing together. The words 'Buddy Grade' are written in large blue letters. On the right side of the card is a cartoon duck.

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

- students will demonstrate the school values of Respect, Responsibility, Resilience and Inclusion
- students are where they discussed with the staff member
- they have the break card with them
- they will need to show the break card if asked
- break card is returned in good condition
- students follow the time limit given

Buddy Grade

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, Anthea or Nicole

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 may need to supervise*)

Students are able to take the dogs for a toilet break (*a staff member may need to supervise*)

Students are able to transition the dogs to the next classroom as per the dogs timetable (*a staff member may need to 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

Social skills groups

Break cards

Behaviour Support Plan

Meditation and relaxation groups

Zones of Regulation

Social stories

Brain breaks

Individual Education Plan

Reading intervention,



















Mentoring

Check In, Check Out system





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?			
<input type="checkbox"/>	Responsibility	<input type="checkbox"/>	Resilience
<input type="checkbox"/>	Respect	<input type="checkbox"/>	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
	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[®]

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

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

Check In/Planned Play

Student Safety Plans

Individual Behaviour Plan

Regular student support group meetings 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.
