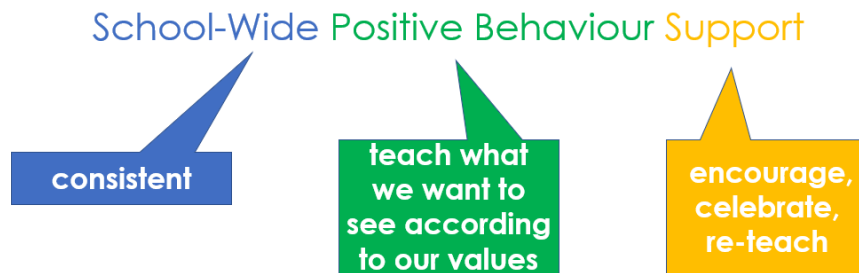


SWPBS GUIDE FOR FAMILIES

SWPBS stands for School-Wide Positive Behaviour System. As part of our whole school approach to wellbeing, it helps us to create a positive and safe place for ALL students to learn.



The implementation of SWPBS is evidence-based and supported by the Department of Education. It's a system used by schools all over Victoria, and throughout the world. At the same time, our SWPBS system is specifically tailored to the Newham Primary School environment and community, based on feedback and input from students, staff and parents/carers.

The program involves 7 essential features:

1. Common Philosophy and Purpose

SWPBS is underpinned by our school values:



Respect



Unity



Excellence



Resilience



Responsibility

2. Leadership

Implementation of SWPBS at our school is guided by the Principal and Mental Health and Wellbeing Leader. All staff are involved as a team in regular consultation, professional learning, review and data analysis.

3. Clarifying Expected Behaviours

The school community worked together to create a matrix of expected behaviours – that is, how students can demonstrate our school values. Additionally, we document procedures and routines for different settings at school - like the classroom ready to learn routine, lining up routine or accessing the office procedure. Expectations are written in positive and specific terms, so children know what behaviours we're looking for (rather than a long list of what not to do!)

The Newham Primary School SWPBS Matrix - 2025

	 Respect	 Responsibility	 Resilience	 Unity
	Be Respectful	Be Responsible	Be Resilient	Be United
All settings Inside & Outside	<p>We use kind and appropriate language</p> <p>We use an appropriate voice level</p> <p>We look after nature</p>	<p>We follow rules and instructions first time every time</p> <p>We use equipment for its intended purpose</p> <p>We place our rubbish in the correct bins</p> <p>We stay within the school and classroom boundaries</p>	<p>We participate</p> <p>We ask for help</p> <p>We keep trying</p> <p>We practise a growth mindset</p>	<p>We use friendly signals</p> <p>We wait our turn</p> <p>We are an upstander</p> <p>We share our equipment</p> <p>We include others</p> <p>We establish and follow the rules of the game</p>

**You have the right to learn.
I have the right to teach.
We have the right to feel safe.**

4. Teaching Expected Behaviours

"If a child doesn't know how to read, we *teach*.
If a child doesn't know how to swim, we *teach*.
If a child doesn't know how to multiply, we *teach*.
If a child doesn't know how to drive, we *teach*.
**If a child doesn't know how to behave, we...
teach? **punish?****

Why can't we finish the last sentence as automatically as we do the others?"

John Herner (NASDE President) Counterpoint 1998, page 2

Traditionally, social and behavioural skills were thought to be absorbed by children as they grew up, but in fact, explicit teaching and modelling of expected behaviours is absolutely necessary. At NPS, teachers provide lessons on all positive behavioural expectations in the matrix. We use teacher modelling, peer modelling in videos, discussion of scenarios and active practice. Expected behaviours are revised throughout the year as needed - with individuals, small groups, classes and the whole school.

✗ What SWPBS is NOT



✓ SWPBS teaches what to do

What?

HEAR

- When we hear the 1st bell,
- We stop playing



ACT

- While the music plays,
- We put equipment away
- We pick up belongings
- We go to the toilet
- We get a drink



LINE UP

- By the 2nd bell,
- We stand calmly in the next spot in our class's line
- We use friendly signals
- We follow teacher instructions



5. Acknowledging Expected Behaviours

Research tells us that while a child is learning and embedding any new skill, it is essential that we provide positive feedback. Children (and adults!) are motivated by acknowledgements and rewards.

We aim to use (A LOT of) specific praise to help children know exactly what they've done well and so embed behaviour skills. Like this: *"Well done Jamie on encouraging your friend in the game, that shows respect.* In addition, rewards are essential reinforcers for positive behaviours. Consultation in years past let us know our community prefers that rewards aren't tangible stuff. Our community prefers communal celebrations, where we do fun things together. Communal rewards for individual achievements have the benefit of helping classmates to encourage each other and to celebrate each other's successes.

- In the classroom, we use Positive Points to acknowledge positive behaviours by individuals, small groups and the whole class.
- In non-classroom settings, we use Value Cards to acknowledge individual positive behaviours



Both Value Cards and Positive Points add up to achieve rewards.

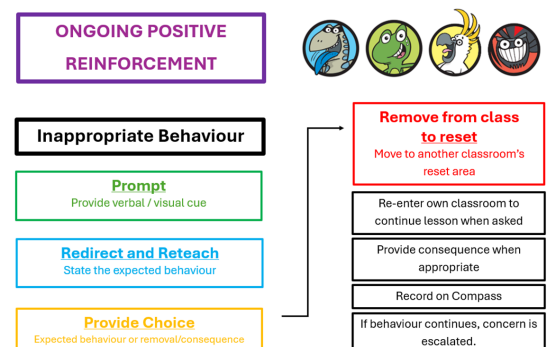
WHO	WHEN THEY...	THEY WILL...
Individual	achieve 20 cards	receive a certificate and be celebrated in the newsletter and assembly
Class	40 positive points	have 5 mins extra play time
	200 positive points	hold a class celebration (minimal cost fun activity chosen by the class e.g. games/art/movie afternoon, dress-up)
Whole School	fill all the spots on the NPS Value Cards sign	have a special whole school celebration (e.g. Wheels Day, Tie-dye t-shirts)

We would love you to share in and encourage your child's excitement at these SWPBS celebrations! Your children have told us how your praise of these achievements is a great motivator too!!

6. Responding to Inappropriate Behaviour

NPS staff are trained to respond consistently, predictably and fairly to inappropriate behaviour. We work to be: calm, brief, immediate, respectful and specific in our response.

Teachers follow agreed processes for defined minor and major inappropriate behaviours so that students and staff feel safe and can get on with learning. Logical consequences leave little incentive for repeating the inappropriate behaviour. Restorative practices help to heal hurt when conflict has occurred. In addition, reteaching children positive behaviours they are not meeting is fundamental to behavioural change and skill-building.



7. Ongoing Monitoring

We collect, analyse and act on a range of data to help us monitor and improve SWPBS at NPS. That data includes, for example: records of positive acknowledgements and inappropriate behaviour incidents, teacher peer observation, classroom and yard observations and student/staff/family surveys. This data highlights gaps or opportunities we may need to address with reteaching, new teaching or adjustments of processes.