



KINDERGARTEN 2022

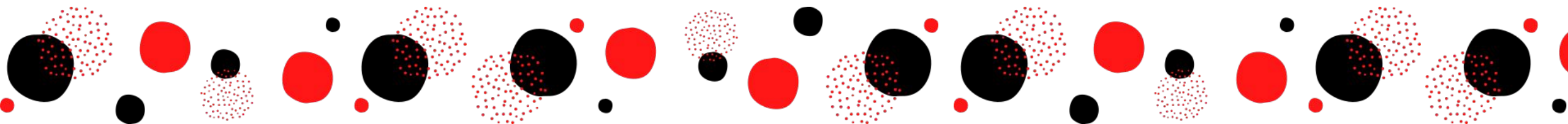
Virtual Parent Information



Session 3



Wednesday, 13th October 2021





Acknowledgement of Country



We would like to acknowledge the Traditional Custodians of this land: the Gadigal, Gamelay and Wangal Peoples of the Eora nation. We must always remember that under the concrete and asphalt this land is, was and always will be Aboriginal land.

We would like to pay our respects to the Elders of the past, present and future; for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia. We acknowledge their living culture and their unique role in the life of the region.

*This Acknowledgement of Country was developed in 2018
by our Tempe PS Koori Kids club.*



An Introduction to Positive Behaviours for Learning (PBL)



- What is it?
- What does it look like?
- What are the benefits of PBL?
- PBL Signage
- How do we reinforce positive behaviours?
- What do we do about negative behaviours?
- How have we adapted during COVID- 19?
- What can you do to support the PBL program?





What is PBL?

- A comprehensive, evidence-based approach to student wellbeing and behaviour
- Focuses on explicit teaching and supporting positive behaviour
- Implemented in 62% of NSW public schools
- Our 3 values at Tempe PS are – *Safe, Respectful, Responsible*
- Focused on creating safe, effective teaching and learning environments



Tempe Public School - Positive Behaviour for Learning Matrix



- The Tempe Public School PBL Matrix outlines the expected behaviours for all areas in our school.
- The Matrix is based on a school-wide set of expectations which apply in every circumstance and setting in which students are learning our core values - *Respect, Responsibility and Safety.*

 Tempe Public School – Positive Behaviour for Learning Matrix 										
	ALL Settings	Classroom	Canteen	Library	Hall	Toilets	Office	General Hallways	Drama Area	Playground
Respectful	We listen to and follow instructions. We care for our environment. We treat school property with respect. We use polite language. We wear our school uniform.	We use inside voices. We listen to the opinions of others. We respect the classroom and the property of others.	We use polite language. We join the end of the line and wait our turn. We put rubbish in the bin.	We use inside voices. We look after books and treat school property with care. We take turns and share equipment.	We listen to and follow instructions. We sing the National Anthem respectfully. We are respectful of speakers and performers.	We think about the privacy of others. We keep the toilet area clean. We use water, soap and paper wisely.	We use polite language. We wait at the front counter to be addressed by staff.	We walk quietly. We treat school property and displays with care.	We use inside voices. We keep the area clean.	We show good sportsmanship. We share the area and take turns. We use polite language. We put rubbish in the bin.
Responsible	We are always in the right place at the right time. We are punctual. We are responsible for our actions. We put things back where they belong.	We always strive to reach our personal best. We are punctual. We are responsible for our actions. We put things back where they belong.	We spend our own money. We order before the morning bell. We know what to order when we get to the front of the line.	We work cooperatively and stay on task. We return books on time. We save our work and log off computers when finished.	We take care of our belongings. We wash our hands thoroughly.	We flush the toilet after use. We wash our hands thoroughly.	We follow the instructions of staff.	We move to classrooms promptly.	We walk, sit or wait quietly.	We tell the duty teacher when someone is injured. We have a drink and go to the toilet. We take care of our belongings. We ask for a building pass before entering the building.
Safe	We move safely. We are aware of others' personal space. We keep our hands and feet to ourselves.	We walk and sit sensibly and safely. We use equipment the way it is intended to be used.	We wait patiently. We leave promptly. We are aware of others' personal space.	We stay in line to enter and exit. We pack up after ourselves. We are safe on the computers.	We move safely. We are aware of others' personal space.	We shut toilet doors carefully. We leave promptly after use.	We walk to and from the office.	We walk and keep to the left. We look where we are going. We place bags neatly outside classrooms.	We walk to the left on the stairs and the ramp.	We play by the agreed rules. We stay in bounds. We play safely on the equipment.



Tempe Public School - Positive Behaviour for Learning Matrix

- From these core values, a set of expectations has been developed for each school setting including the classroom, playground, library, hallways, toilets, office, canteen, and hall/assembly areas.

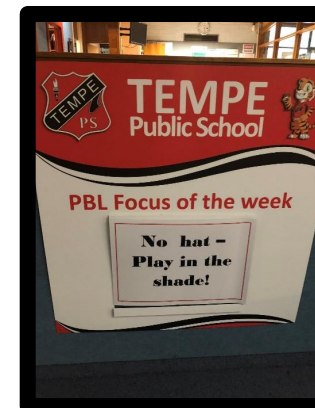
 <p style="text-align: center;">TEMPE PUBLIC SCHOOL PLAYGROUND SAFE, RESPECTFUL, RESPONSIBLE</p> 	
BE RESPECTFUL	<p>We show good sportsmanship. We use polite language. We share the area and take turns. We put rubbish in the bin.</p>
BE RESPONSIBLE	<p>We tell the duty teacher when someone is injured. We have a drink and go to the toilet . We take care of our belongings. We ask for a building pass before entering the building.</p>
BE SAFE	<p>We play by the agreed rules. We stay in bounds. We play safely on the equipment.</p>





What does PBL look like?

- Fortnightly lessons – fortnightly focus areas are chosen using our matrix along with identified needs within the school (driven by data). Behaviours outlined in the matrix are explicitly taught during fortnightly PBL lessons. PBL lessons involve discussion, role-play and reflection.
- Mixed-stage groupings - students are placed in a PBL group with students from K-6
- In class lessons - PBL lessons also take place when there is an identified need within a classroom.
- Consistency of teacher language
- A large PBL Team - consisting of the Principal, teachers from all stages, a parent representative, student representatives and an OOSH representative.



What are the benefits?

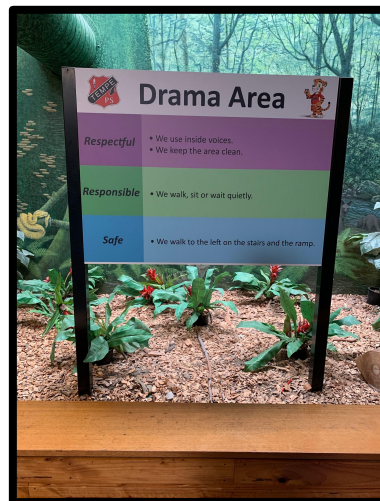
- **Students and staff benefit from:**

- Reduced problem behaviour
- Increased time focused on instruction
- Improved social-emotional wellbeing
- Positive and respectful relationships among students and staff
- Better support for teachers to teach, model and respond effectively to student needs
- A predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time.



PBL Signage

- PBL signage exists across all areas of our school.
- PBL signs are designed to remind students that they are expected to demonstrate positive behaviour at all times. These reminders allow students to reflect on their behaviour.
- Signs are also designed to instruct or re-direct students to our school expectations while encouraging positive behaviour.
- At Tempe Public School, our signs reflect our Positive Behaviour for Learning core values.





How do we reinforce positive behaviours?

- Consistent positive feedback
- Merit Awards at fortnightly assemblies
- Tiger Tokens - these are our 'fast and frequent' rewards. Students can receive a tiger token reward in and around the school when displaying desired behaviours. These rewards are kept, and added to the class collection. Each week, our SRC leaders collect Tiger Tokens from classrooms and place them into our Perspex Boxes for counting.



How do we reinforce positive behaviours?

- Our House Captains then collect and count the tokens and record the numbers on our PBL tally boards. At the end of each term, the house with the highest points receives an exciting reward! This reward is known as our 'End of Term Celebration'.



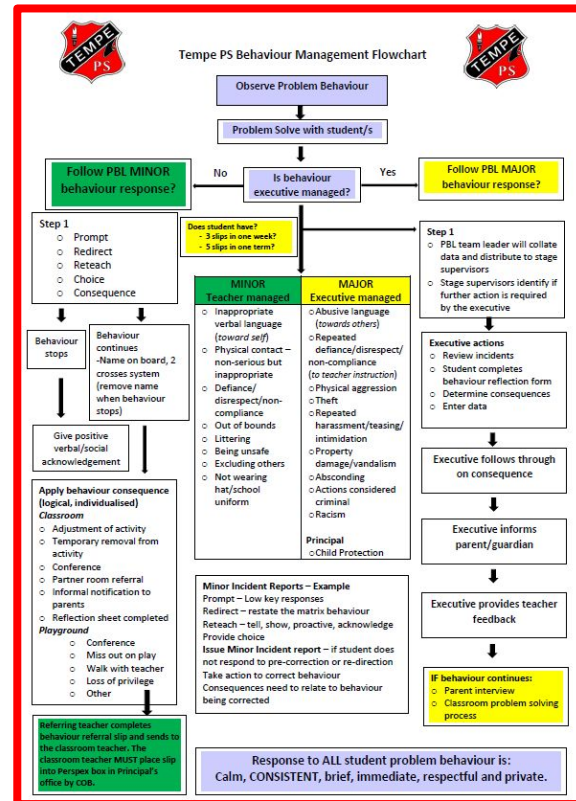
How do we reinforce positive behaviours?

- End of Term Celebrations: Over the years, we have had many exciting end of term celebrations.
- Rewards have ranged from Bubble Soccer, Movie parties, Scooter parties, Lego parties, Ice-Cream parties...you name it! We welcome suggestions of rewards from our parent and student community too.





What do we do about negative behaviours?

- If inappropriate behaviour does occur, teachers and students refer to the TPS behaviour flow chart below to determine a consequence that is fair and consistent across the school. Teachers, along with leaders, then implement an appropriate response, referring to the behaviour flowchart.






What do we do about negative behaviours?


- Prompt
- Redirect
- Reteach
- Choice
- Consequence
 - Referral slip
 - Reflection sheet

 **Tempe P.S Behaviour Reflection Sheet** 








Name: _____ Date: _____


Circle the rule you need to think about:

Respectful 	Responsible 	Safe 
---	--	---

 Write or draw what happened. Why did this happen? How did you feel?

How did your behaviour affect others? How did you make them feel?

						
Angry	Worried	Shocked	Sad	Embarrassed	Confused	Other

Next time I will ...


Today your child had to reflect on their behaviour because they were not
RESPECTFUL / SAFE / RESPONSIBLE.

- They were given three reminders and re-directed to appropriate behaviour.
- We will continue to support your child to make SAFE/ RESPECTFUL/ RESPONSIBLE choices in line with our wellbeing and school PBL expectations.

This reflection sheet has given your child the opportunity to think about their behaviour and its impact on others and identify more positive choices they could take. Your support in this matter is essential. Please discuss this reflection sheet with your child, sign and return to school the next day.

Teacher: _____ Parent Signature: _____



What can you do to support the PBL program?

- Use consistent language at home
- Develop an 'at home' matrix
- Connect with your Parent Rep
- Complete Parent Surveys
- Read the PBL Brochure

Sample family teaching matrix for PBL at home

TIP: You can use photographs or pictures to show what is expected.

Family teaching matrix	At home	Morning routine	Homework	Meal times	In car	Play	Bedtime
Respect ourselves	Clean up after yourself.	Dress yourself Brush your hair Clean your teeth.	Do your homework every day.	Use your cutlery Eat healthy food	Wear your seatbelt Be safe getting in and out of the car	Spend time playing outdoor games	Clean your teeth Go to sleep at bedtime
Respect others	Say kind words Say please and thank you	Be ready to leave for school or work on time.	Let others get on with their work at home.	Use good table manners	Keep your hands and feet to yourself. Speak quietly and politely.	Take turns Ask before borrowing others property	Go to bed when asked.
Respect property	Keep your work and play spaces tidy. Make your bed in the morning.	Pack your bag with all the things you need for school.	Put your readers/ homework in your bag when you have finished	Clear your things from the table	Keep your feet down. Close the door gently.	Pack your things away	Get into bed safely



What can you do to support the PBL program?

- Visit the [Families](#) section of the PBL website for more ideas and information.

Sample blank matrix for PBL at home

School expectations can be used at home.	Before school	Meal time	After school	Bedtime
Be caring	Insert 1 to 3 positively stated rules about what being caring looks like before school.	Insert 1 to 3 positively stated rules about what being caring looks like during meals.	Insert 1 to 3 positively stated rules about what being caring looks like after school.	Insert 1 to 3 positively stated rules about what being caring looks like at bedtime.
Be responsible	Insert 1 to 3 positively stated rules about what being responsible looks like before school.	Insert 1 to 3 positively stated rules about what being responsible looks like during meals.	Insert 1 to 3 positively stated rules about what being responsible looks like after school.	Insert 1 to 3 positively stated rules about what being responsible looks like at bedtime.
Be safe	Insert 1 to 3 positively stated rules about what being safe looks like before school.	Insert 1 to 3 positively stated rules about what being safe looks like during meals.	Insert 1 to 3 positively stated rules about what being safe looks like after school.	Insert 1 to 3 positively stated rules about what being safe looks like at bedtime.
Be healthy	Insert 1 to 3 positively stated rules about what being healthy looks like before school.	Insert 1 to 3 positively stated rules about what being healthy looks like during meals.	Insert 1 to 3 positively stated rules about what being healthy looks like after school.	Insert 1 to 3 positively stated rules about what being healthy looks like at bedtime.



What can you do to support the PBL program?

- Visit the TPS Homepage for more information on PBL @ TPS
- Keep your eye out for our Fortnightly newsletter contributions in 'Tempe Talk'
- Check our Social Media pages for PBL updates:

Social Media

Follow us on:



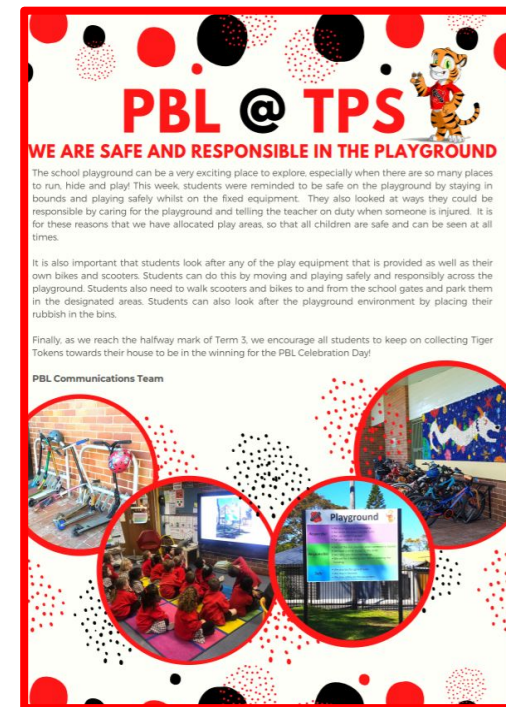
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*Thank you
and we hope you found this
presentation informative.*

