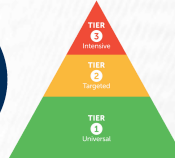




POSITIVE BEHAVIOUR FOR LEARNING



OUR AIM

We ensure effective, consistent and fair behaviour support for children. We use an educative approach to help children act safely and participate in learning in a positive way that respects other students and staff. We develop the personal and social capability of children, helping them understand themselves and others, and to successfully self-manage their own behaviour.

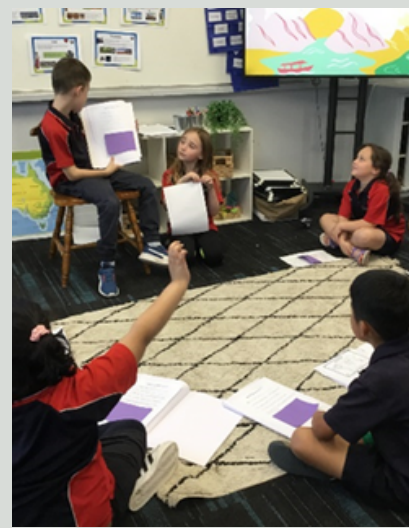
WHAT IS PBL?

Positive Behaviour for Learning (PBL) is a whole-school problem-solving framework. We implement systems that support students to understand the expected behaviour for different times and locations at school. Staff are acknowledge strong behaviour, and are trained to respond to weak behaviour in a consistent way.

PBL is an evidence-based framework for supporting students' behavioural, academic, social, emotional, and mental health needs. PBL helps to create positive, predictable, equitable and safe learning environments.

BENEFITS

PBL improves social-emotional competence, academic success, and school climate. It utilises behavioural science to foster equity and inclusion, assisting our school to reduce disruptive and unsafe behaviours.



PBL AT A GLANCE

- defining and teaching expected behaviour
- acknowledging expected behaviour
- altering environments to prevent common problems
- using data to identify appropriate supports for students.

A whole school
consistent approach,
towards teaching and
responding to
behaviour.

OUR SCHOOL VALUES

**We are
KIND**

**We are
COURAGEOUS**

**We are
THOUGHTFUL**

**We are
RESPONSIBLE**

**We are
INCLUSIVE**

Behaviour Matrix

Our whole-school 'Behaviour Matrix' is a visual guide designed to help our community understand the expected behaviours for everyone. These behaviours are categorised according to our school values and different settings. The matrix is updated annually.

In addition to the whole-school expectations, teachers design specific expectations for their classrooms each year. These classroom expectations are tailored to fit the unique dynamics and needs of their students. Teachers ensure that these expectations align with the broader school values while addressing the specific context of their classroom environment. All expectations are taught and practised throughout the year, similar to how academic concepts are taught.

At the final assembly of each term, specific students are recognised for displaying our school values by receiving an award

We are
KIND

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COURAGEOUS

We are
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Behaviour Matrix 2025

**We are
KIND**

**We are
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**We are
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**We are
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**We are
INCLUSIVE**

INSIDE



- Use good manners
- Respect people's property
- Help others

- Try new things
- Learn from mistakes
- Persist with learning

- Follow instructions the first time
- Keep spaces clean

- Wear correct uniform
- Ask to leave the class
- Enter sensibly

- Work with different people
- Embrace differences and diversity

OUTSIDE



- Use good manners
- Follow the yard expectations
- Help others

- Walk away from unsafe situations
- Report problems to a teacher

- Keep hands and feet to ourselves
- Wait your turn
- Share equipment

- Return to class when the bell goes
- Wear hats
(Term 1 & 4)
- Stay inbounds
- Put rubbish in the correct bin

- Invite people to join your game
- Listen to different points of view
- Share with people

EVERYWHERE

