

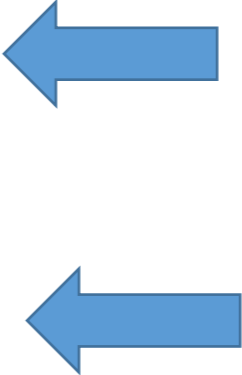


Nhulunbuy Primary School SWPBS Continuum

Establish	Teach	Model	Practice	Acknowledge	Correct	Referral
<p>Refer to Student Matrix.</p> <p>Use values to describe expected behaviours.</p> <p>Develop Routines.</p> <p>Have Routines visible for student reference.</p> <p>Develop expectations collaboratively for new contexts.</p> <p>Create physical environment to support student learning as per Class Room Audit eg. order, organisation, visual cues.</p>	<p>Use engaging, well-planned, differentiated, developmentally appropriate lessons to explicitly teach expected behaviours (teach, don't tell!).</p> <p>Build and share bank of lessons linked to specific Matrix cells.</p> <p>Build shared language and understanding of behaviours for success at school.</p> 	<p>At every opportunity, demonstrate to students the expected behaviours.</p> <p>Have students demonstrate behaviours to each other, especially new students.</p> <p>Incorporate values into broader curriculum delivery eg. a characterisation of a Respectful person, an illustration of a Persistent character.</p>	<p>Create opportunities for students to practice agreed behaviours. Eg. role plays, games, challenges – be creative!</p> <p>Integrate within all lessons (eg. How will we show PRIDE in maths lessons? What will it look like / sound like / feel like if we are Persistent/Respectful/Show integrity/diversity/excellence in PE?) as well as stand-alone lessons about specific behaviours.</p> <p>Prompt and pre-teach expected behaviours, particularly for new or irregular contexts.</p>	<p>Use consistent acknowledgement system: *6:1 *Dojos *Goldies *Values Yard Cards *Assembly Awards *Positive messages to families</p> <p>Always link acknowledgement to expected behaviour to provide reinforcement.</p> <p>When appropriate, do this publicly to provide teaching moments.</p>	<p>Explicitly re-teach when students do not demonstrate expected behaviours. Use posted Routines and visual cues as reminders.</p> <p>Use proximity, privacy.</p> <p>Remind, Warn, Act</p> <p>Pre-correct for anticipated challenges, sometimes appropriately directed to specific individuals.</p> <p>Brief statements.</p> <p>Promote re-engagement with learning eg. conference with teacher, re-direct, provide choice, etc.</p>	<p>Seek support as required – come quick to leadership, direction to Buddy Class, etc.</p> <p>Record incidents- to be entered into SAMs</p> <p>Undertake additional follow-up as necessary eg. notify leadership, discuss with family.</p> <p>Possibly internal referral to NPS SET team.</p> 
	<p>SWPBS Team Analysis and planning</p>					<p>SAMs</p> <p>Who What When Where Why</p>
	<p>SET: to inform SSP/EAP/ Behaviour Plan</p>					