



**KOONDROOK  
PRIMARY  
SCHOOL**  
2265



School Wide Positive Behaviour Support

# **SWPBS - KPS**

## **Parent Handbook**





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School Wide Positive Behaviour Support

### **What is School Wide Positive Behaviour Support?**

At Koondrook Primary School, School Wide Positive Behaviour Support (SWPBS) has been implemented to help our students develop strong social and communication skills. These skills are guided by our school values of Respect, Responsibility, and Resilience.

Research shows that explicitly teaching, recognising, and rewarding positive behaviour supports children in learning these important skills. We understand that every student learns social and communication skills at their own pace, and as such, we view each student holistically.

You can support your child's growth by understanding SWPBS and practicing these positive behaviours together at home, as well as keeping language consistent to our school wide expectations.

### **Guiding Principles**

**At Koondrook Primary School, our approach to behaviour is guided by the key principles of School-Wide Positive Behaviour Support (SWPBS):**

- We believe that behaviour is something that can be taught and learned, just like any other skill.
- By creating supportive and structured environments, we can help students make positive behaviour choices.
- It's important to understand how a student's mental, emotional, and physical wellbeing connects with their behaviour and how they respond to their surroundings.
- When we make thoughtful changes to the environment, we can positively influence student behaviour.
- Adults play a vital role—when we respond consistently and model the right behaviours, students are more likely to succeed.
- To be effective, everyone in our school community—students and staff—needs ongoing support and clear systems to guide behaviour and wellbeing.



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### **What does SWPBS look like at Koondrook Primary?**

**At Koondrook Primary School, we believe positive behaviour can be taught just like any other skill.**

- Teachers will *clearly teach and explain* the behaviours we expect to see from students (see our Student Behaviour Matrix and expectations in this booklet). This will happen both with the implementation of weekly expectation lessons in classrooms, and informally through direct instruction and modelling.
- These behaviours are taught just like reading, writing or maths—step by step and with care.
- We take time to *talk about why these behaviours matter* and how they help everyone learn and feel safe.
- Teachers will *model and demonstrate* the right way to act in different situations.
- We give *positive feedback and encouragement* when students show expected behaviours through the use of our token reward system.
- Each week, the class with the most received tokens across the school is announced at our Monday morning assembly, and rewards are distributed.
- At the end of each term, students have the opportunity to ‘spend’ their tokens at our ‘token reward shop’.
- Students of the Week are announced at our whole-school assemblies, and aligned to our values of ‘Respect’, ‘Responsibility’ and ‘Resilience’.
- We also *reflect on what we can do differently* as educators to help each student succeed and feel supported.

### **Value/Behaviour Matrices**

Appendices 1 (Values Matrix) and 2 (Expectations) outline our whole-school values framework and the corresponding behavioural expectations aligned with these values. These expectations are positively framed, clear, and consistently applied, having been developed with input from our students to ensure relevance and ownership.

Our token reward system is designed to reinforce these behaviours by providing immediate praise and constructive feedback to students. At the same time, we recognise that not all students inherently understand or can consistently demonstrate the expected behaviours. Therefore, it is essential that staff engage in ongoing explicit teaching, modelling, and timely feedback to clarify what these behaviours look like and how they can be practised effectively within the Koondrook Primary School community.



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### **Behaviour Support Flowchart**

Appendix 3 (Behaviour Support Flowchart) details our whole-school procedures for addressing incidents of negative behaviour. The processes are clearly defined, consistently applied, and thoughtfully aligned with the nature of the behaviour exhibited. Our primary objective is not to discipline students punitively, but to guide and reinforce the expected behaviours that promote a positive and respectful school community.

Examples of Major and Minor behaviour scenarios can be found in Appendix 4.

### **Family Support**

At Koondrook Primary School, we know that teaching the behaviours we expect works best when there is consistency between home and school. This notion is supported by data-driven evidence.

Our School-Wide Positive Behaviour Support (SWPBS) approach helps all students learn to manage their behaviour positively and independently. Family involvement is a vital part of this approach and plays an important role in supporting every aspect of SWPBS.

When families and the school work together as strong partners, students achieve better outcomes both socially and academically.

Parents and carers can support SWPBS at Koondrook Primary by:

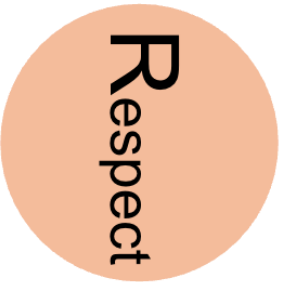
- Reading and engaging with materials shared through Seesaw to stay informed about our behaviour expectations.
- Using our matrices to model and reinforce positive behaviours at home.
- Having rich conversations with your child using the same language and values promoted at school.
- Acknowledging and praising your child when they demonstrate expected behaviours.
- Responding consistently and thoughtfully with appropriate consequences if problem behaviours arise.

Together, by sharing clear, consistent messages, we help our students grow into responsible, respectful members of our school community.



**APPENDIX 1**

**Koondrook Primary School Values Matrix**



**Respect**

**Celebrating differences and treating everyone equally and with kindness.**

**We greet, speak to and treat each other in a friendly, polite way and use manners.**

**Example:** Good morning, how are you? Are you okay? Please, thank you.

**We respect ourselves, all students, and staff.**

**Example:** Celebrating differences and treating everyone with kindness. Being inclusive and welcoming of others.

**We respect the school equipment and belongings of others.**

**Example:** Recharge computers and iPads after use. Using sports equipment for its intended purpose.



**Responsibility**

**Making choices that help others to learn and feel safe..**

**We are responsible for our own choices and learning.**

**Example:** Make positive choices that create a safe and positive environment. Use our 'Ready To Learn Plans'.

**We are responsible for being organised and ready to learn.**

**Example:** Our belongings are organised and ready for each lesson. We follow the 5 Ls of learning.

**We take pride in our work and learning spaces.**

**Example:** We keep the classroom tidy and organised. Maintain tidy bookwork.



**Resilience**

**Facing challenges with confidence and positive attitude..**

**We have a positive attitude when learning new skills.**

**Example:** When challenged, we problem solve and give it a go. We seek support when needed.

**We are honest and make positive choices.**

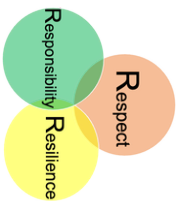
**Example:** When things don't go our way, we remain calm, problem solve and seek support when needed.

**We are confident.**

**Example:** We voice our ideas and share our knowledge with others. We seek support from our 'safe people' when needed.



**APPENDIX 2**



# KPS EXPECTATIONS



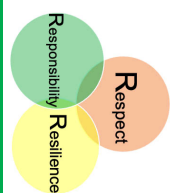
Time/Place	Respect	Responsibility	Resilience
<p><b>Entering or exiting the classroom</b></p>	<ul style="list-style-type: none"> <li>• Enter quietly.</li> <li>• Give a positive greeting.</li> <li>• Hold the door for others.</li> <li>• Wait for others to enter.</li> <li>• Ask to leave the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Hands and feet to selves.</li> <li>• Be on time.</li> <li>• Close the door.</li> <li>• Follow routines.</li> <li>• Line-up and wait quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a positive greeting.</li> <li>• Be patient, wait for others.</li> <li>• Seek staff support as needed.</li> <li>• Ignore other's behaviours.</li> </ul>
<p><b>Whole class instruction/ independent work</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate 5 Ls.</li> <li>• Hands up to speak.</li> <li>• Follow instructions.</li> <li>• Silent when working and listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Ignore other's behaviours.</li> <li>• Stay on task.</li> <li>• Remain in our seats.</li> <li>• Keep the room tidy.</li> <li>• Complete our work.</li> </ul>	<ul style="list-style-type: none"> <li>• Be brave enough to make mistakes.</li> <li>• Ask for help when needed.</li> <li>• Have a positive attitude.</li> <li>• Take on challenges.</li> </ul>
<p><b>Group work</b></p>	<ul style="list-style-type: none"> <li>• Take turns.</li> <li>• Talk quietly.</li> <li>• Encourage others.</li> <li>• Value other's ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Be flexible.</li> <li>• Contribute ideas.</li> <li>• Share the load.</li> <li>• Work quietly.</li> <li>• Inclusive of others</li> </ul>	<ul style="list-style-type: none"> <li>• Be fair.</li> <li>• Treat everyone equally.</li> <li>• Give everything a go.</li> <li>• Willing to use other's ideas.</li> <li>• Positive self-talk.</li> </ul>
<p><b>Going to the toilet</b></p>	<ul style="list-style-type: none"> <li>• Ask politely for permission.</li> <li>• Make a sign when teacher is busy.</li> <li>• Keep it clean and tidy.</li> <li>• Give others privacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Go during break times.</li> <li>• Be efficient.</li> <li>• Ask to go.</li> <li>• Let teachers know about problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn.</li> <li>• Understand when the teacher asks you to wait.</li> <li>• Be brave and go.</li> <li>• If there's an accident, tell some.</li> </ul>
<p><b>Outside play</b></p>	<ul style="list-style-type: none"> <li>• Establish and follow rules.</li> <li>• Be inclusive of others.</li> <li>• Wait your turn.</li> <li>• Speak kindly to everyone.</li> <li>• Be mindful of other classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Include others.</li> <li>• Share equipment.</li> <li>• Pack up after selves.</li> <li>• Use equipment as intended.</li> <li>• Stay within boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Be considerate of others.</li> <li>• Understand that accidents happen.</li> <li>• Work as a team.</li> <li>• Bounce back.</li> </ul>



**APPENDIX 3**



# Behaviour Support Flowchart



**SUCCESSFUL PRACTISES**

- ★ 6:1 Positive to corrective feedback
- ★ Active supervision
- ★ Differentiate learning tasks
- ★ Maintain unconditional positive regard<sup>1</sup>
- ★ Model and teach expected behaviours
- ★ Establish consistent and predictable routines

<b>BE CALM</b>	<b>BE CONSISTENT</b>	<b>BE IMMEDIATE</b>	<b>BE RESPECTFUL</b>
<p style="text-align: center;"><b>Minor Behaviours</b> Teacher-managed at the time of incident</p> <ul style="list-style-type: none"> <li>• Inappropriate and indirect language</li> <li>• Mild disruption - minimal impact on teaching and learning</li> <li>• Physical contact</li> <li>• Cheating/plagiarism</li> <li>• Late to class</li> <li>• Property misuse</li> <li>• Non-compliance</li> </ul>		<p style="text-align: center;"><b>Major Behaviours</b> Leadership supported at time of incident Follow Safety Plan if in place</p> <ul style="list-style-type: none"> <li>• Abusive and targeted language</li> <li>• Major disruption - Impacts teaching and learning</li> <li>• Harassment</li> <li>• Property Damage</li> <li>• Defiance</li> <li>• Physical Aggression</li> <li>• Criminal Behaviour</li> <li>• Forgery or theft</li> <li>• Absconding</li> </ul>	
<p style="text-align: center;"><b>Multi-Tiered System of Support</b></p>		<p style="text-align: center;">Observe behaviour and define goal</p> <p style="text-align: center;">Find possible solutions with student</p> <p style="text-align: center;">Determine the severity of behaviour</p> <p style="text-align: center;"><b>Minor or Major</b></p>	
<ol style="list-style-type: none"> <li>1. <b>Prompt</b> – Low key responses (examples below)</li> <li>2. <b>Remind</b> – Verbal reminder of value/expected behaviour</li> <li>3. <b>Reteach</b> - Explicitly teach and model expected behaviour</li> <li>4. <b>Provide choice</b> – Expected Behaviour or natural consequence</li> <li>5. <b>Acknowledge expected behaviour or apply a natural consequence</b></li> </ol>		<ol style="list-style-type: none"> <li>1. Leadership to supervise class/students while classroom teacher has restorative chat/repairs the relationship. Values Support at break time.</li> <li>2. Data Input to Sentral. Review individual students' data</li> <li>3. Principal/leadership to determine consequences</li> <li>4. Principal/leadership informs parent/guardian</li> <li>5. Principal/leadership provides teacher feedback</li> </ol>	

*\* If problem behaviour continues, or there is a 3rd minor behaviour over a short period (1-week), follow major behaviour steps*



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## **APPENDIX 4**

### **Minor Behaviour Examples**

**1. Property Misuse**

*Example:* A student uses classroom supplies like glue or scissors without permission or carelessly wastes paper.

**2. Mild Disruption - Minimal Impact on Teaching and Learning**

*Example:* A student repeatedly calls out answers during a lesson without raising their hand but stops when reminded.

**3. Physical Contact**

*Example:* Two students playfully bump into each other in line but don't hurt anyone.

**4. Non-Compliance**

*Example:* A student quietly refuses (non-confrontational) to follow a teacher's instruction to tidy their desk but complies after a reminder.

**5. Inappropriate and Indirect Language**

*Example:* A student makes vague, rude comments about someone else's drawing but doesn't use explicit insults.

*Example:* A student swears in frustration, but does not direct it at anyone, and does not repeat after spoken to.

**6. Late to Class**

*Example:* A student arrives 5 minutes late to class without a valid reason.

### **Major Behaviour Scenarios**

**1. Harassment**

*Example:* A student repeatedly teases and calls another student names, making them feel unsafe.

**2. Property Damage**

*Example:* A student deliberately breaks a classroom chair or writes graffiti on the wall.

**3. Absconding**

*Example:* A student leaves the school grounds without permission during recess.

**4. Cheating/Plagiarism**

*Example:* A student copies another's homework or test answers and submits it as their own work.



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*Example:* A student deliberately submits a piece of work with the use of AI/ChatGPT, and does not acknowledge that it is not their own work.

5. **Abusive and Targeted Language**

*Example:* A student uses racial slurs or hurtful language directed at a specific peer.

6. **Major Disruption - Impacts Teaching and Learning**

*Example:* A student continually interrupts the class loudly, preventing the teacher from continuing the lesson/other students from engaging.

7. **Defiance**

*Example:* A student openly refuses to follow a teacher's instructions and argues disrespectfully.

8. **Physical Aggression**

*Example:* A student pushes or hits another student intentionally.

9. **Forgery or Theft**

*Example:* A student forges a parent's signature on a permission slip or steals another student's belongings.

10. **Criminal Behaviour**

*Example:* A student brings a dangerous item to school or vandalises school property.