



Kilberry Valley P.S
SCHOOL WIDE POSITIVE
BEHAVIOUR SUPPORT
PARENT HANDBOOK

What is SWPBS?

SWPBS (School Wide Positive Behaviour Support) is a framework which seeks to support and teach positive behaviour through modelling, highlighting and rewarding students when they demonstrate positive behaviours both in and outside the classroom. The aim is to increase positive behaviours and decrease disruptive behaviours. A consistent system of clearly defined expectations for all students is implemented throughout KVPS. Through the teaching of these expectations, the focus is on prevention rather than reaction to inappropriate behaviour.

Teaching social behaviours

Students who are demonstrating inappropriate behaviour are given the opportunity to be explicitly taught the skills required to demonstrate the expected behaviours. Research shows us that reinforcing positive behaviour through modelling and rewarding the behaviour can lead to an increase in academic outcomes, pro-social behaviour, attendance and a reduction in bullying and harassment.

Kilberry C.A.R.E.S

In 2023, KVPS developed a new set of school values - Cooperation, Acceptance, Respect, Engagement and Safety. Students are rewarded by demonstrating the school values of C.A.R.E.S. All staff can reward students for demonstrating the school values through awarding students with Dojo points. Students can spend their Dojo points on individual and class rewards. All staff in the school have access to all class Dojo accounts, so students can be rewarded at any time.



KVPS MATRIX OF EXPECTATIONS

Students are specifically taught what positive behaviours are through the use of KVPS’ Matrix of Expectations. Every classroom has both a Values poster and a Matrix of Expectations poster that is displayed so that the students can see and refer to it during their lessons. Students are able to earn Dojo points through demonstrating each expectation specifically linked to our school values.

Copies of KVPS values and Matrix of Expectations can be found on the school website.

KVPS MATRIX OF EXPECTATIONS					
	COOPERATION	ACCEPTANCE	RESPECT	ENGAGEMENT	SAFETY
All settings	We work and learn together. We demonstrate our school values.	We include everyone. We help others learn and live the school values. We accept each other's differences.	We speak politely with everyone. We take turns. We listen to everyone.	We participate in all tasks.	We keep our hands and feet to ourselves. We stay in our own personal space.
Classroom	We help each other. We listen to staff. We listen to each other.	We include others in group tasks. We listen to others' opinions and ideas. We support others to follow school expectations.	We use inside voices. We keep our learning environment tidy. We follow staff instructions. We look after our and others' belongings.	We ask for help when needed. We try our best. We participate in class discussion.	We ask permission to leave the classroom. We walk inside. We use equipment appropriately. We wait for teachers before entering.
Playgrounds	We help each other out in the yard. We agree to the rules before we play a game. We follow the rules of a game.	We include others in outside games. We invite others to join in.	We respect the natural environment. We eat in the eating area. We return sports equipment. We put rubbish in the bin.	We help others learn the rules of a game. We use wellbeing strategies to regulate our emotions.	We use equipment and natural objects appropriately. We play sports in the designated areas. We wear hats in Terms 1 & 4.
Moving around the school	We stay with our class. We move calmly and quietly through the school.	We help others find their way.	We get permission before entering a room. We walk on the paths.	We speak politely to others.	We walk straight to our destination. We stay together as a group. We walk down steps.
Toilets	We wait for our buddy.		We use the toilets appropriately. We keep the area tidy.	We use the toilets during break times. We return to class quickly.	We flush the toilet and wash our hands. We leave the lights on.

SWPBS Teaching Expectations

All of the expectations on our matrix are explicitly taught to all students from Foundation to Year 6. Every term has an outline on what the weekly focus expectation is and is displayed on the SWPBS board at the front of the classroom. SWPBS lessons are taught at the beginning of each Respectful Relationship session.



Term 1	Respect & Acceptance
Week 1	Ready to learn - Focus one, focus two. Lesson plan Lining up for class and transitioning. Lesson plan Ready to learn planner
Week 2	Ready to learn - Focus one, focus two. Lesson plan Lining up for class and transitioning. Lesson plan Ready to learn planner
Week 3	Respect Focus one, focus two. Lesson plan Lining up for class and transitioning. Lesson plan <ul style="list-style-type: none">- We respect the natural environment, we put rubbish in the bin.- Lesson
Week 4	Acceptance <ul style="list-style-type: none">- We accept each other's differences- Lesson
Week 5	Respect <ul style="list-style-type: none">- We speak politely with everyone- Lesson
Week 6	Acceptance <ul style="list-style-type: none">- We include everyone- Lesson
Week 7	Respect <ul style="list-style-type: none">- We use our inside voices- Lesson
Week 8	Acceptance <ul style="list-style-type: none">- We support others to follow school expectations.- Lesson
Week 9	Respect <ul style="list-style-type: none">- We take turns- Lesson
Week 10	Acceptance <ul style="list-style-type: none">- We help others learn and live the school values.- Lesson

SWPBS Transitions and Routines

The ways in which students transition around the school, line up, enter the classroom and other routines are explicitly taught consistently across all year levels.

Lining up expectations below:



SWPBS LINING UP

HOW DO WE LINE UP KVPS?

1. We line up quietly in pairs.
2. We line up quietly in two straight lines.
3. We wait for the teacher's instruction.
4. We keep our hands to ourselves while we wait.
5. When the teacher gives permission, we enter the classroom without talking.



SWPBS LINING UP

WHAT SHOULD MY TEACHER BE DOING?

1. Actively supervising that all students are lined up in two quiet lines.
2. Instruction given of what we should do as we are entering the classroom.
3. Greeting students as they enter the classroom.
4. Actively supervising the bag room if applicable.

SWPBS Transitions and Routines

Transition expectations below:



SWPBS TRANSITIONS

HOW DO WE TRANSITION (MOVE) AT KVPS?

1. We line up in pairs.
2. We line up in two straight lines.
3. We wait for the teacher's instruction.
4. We move across the school without talking.
5. We stay together as a group.
6. We stay next to our partner.
7. We do not leave gaps between the pair in front.



SWPBS TRANSITIONS

WHAT SHOULD MY TEACHER BE DOING?

1. Actively supervising the class as we transition.
2. Reminding us of specific instructions.
3. Stop regularly to check that we are in two straight, quiet lines.
4. Reward students/class with Dojo points for engagement and cooperation when demonstrating transition expectations.

Dojo Points and Rewarding points

Students can use their Dojo points to redeem for the individual rewards listed. Classes can also earn Class Dojo points to redeem for whole class rewards. Students can redeem their points throughout the week.

INDIVIDUAL REWARDS

How you can spend your points

10 points	<ul style="list-style-type: none">Swap for 100 house pointsStickerSpecial chair in classroom
15 points	<ul style="list-style-type: none">Choose brain break for classFree drawing/Free colouring/Mindfulness activity10 minutes free time
20 points	<ul style="list-style-type: none">Sit next to a friend (special spot)Chair at assemblyTeacher's assistant for the day
50 points	<ul style="list-style-type: none">Special chair for the weekBring a friend from another class for a sessionTeacher's assistant for the weekChoose a sessionBring your blanket/oodie to school
75 points	<ul style="list-style-type: none">Go to another class for a session (same year level)Teach a sessionPrincipal helperBring a toy for the day (quiet)
100 points	<ul style="list-style-type: none">Lunch with the principalGo to another class for the day (same year level)Extra specialist session

WHOLE CLASS REWARDS

How the class can spend points

15 points	<ul style="list-style-type: none">Indoor class gameBrain breakClass dance party
25 points	<ul style="list-style-type: none">Class free time (15 minutes)A session taught outside
50 points	<ul style="list-style-type: none">PJ dayOutdoor classroom for the day
75 points	<ul style="list-style-type: none">Session using technologyFree time for a session
100 points	<ul style="list-style-type: none">Movie with popcornFriday fun day (whole day)Class party
150 points	<ul style="list-style-type: none">Extra recessFree dress day

Dojo Shop

Students can also redeem their points at the Dojo shop. Minimum points required to attend the shop is 50 dojo points and the shop runs fortnightly, Monday to Thursday.



Minor and Major Behaviours

Minor

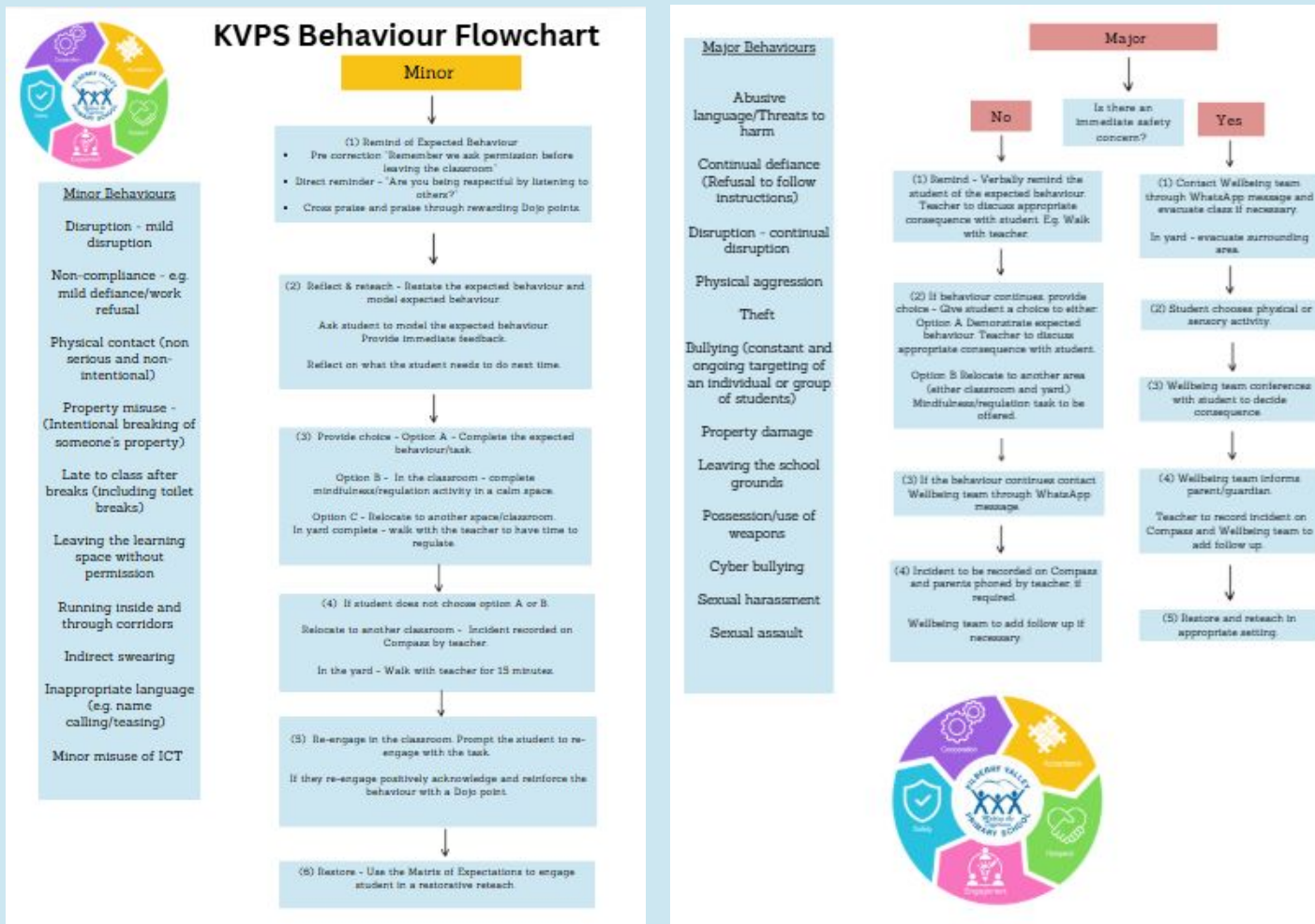
- Disruption – mild disruption that does not impact on teacher's ability to teach.
- Non-compliance – e.g. mild defiance/work avoidance.
- Property misuse – breaking of someone's property.
- Late to class after breaks (including toilet breaks)
- Leaving the learning space without permission.
- Running inside and through corridors.
- Indirect swearing – e.g. swearing under breath but not directed at individual.
- Inappropriate language – e.g. name calling/teasing.
- Minor misuse of ICT – E.g. going onto a technology device without permission.



Major

- Abusive language/threats to harm – direct swearing and attempts to intimidate individuals.
- Continual defiance – refusal to follow instructions.
- Continual disruption – Impact on the ability of the teacher to teach.
- Physical aggression
- Theft – intentional stealing another person's possession.
- Bullying – constant and ongoing targeting of an individual or group of students.
- Cyber bullying – online bullying using ICT.
- Property damage
- Leaving the school grounds
- Possession/use of weapons
- Sexual harassment – unwanted sexual behaviour that makes a person feel offended, scared or humiliated.
- Sexual assault – any form of unwanted or forced sexual behaviour

Minor and Major Behaviour Flowchart



All staff use the Minor & Major behaviour flowchart to manage inappropriate behaviour. The steps of the flowchart provides students the opportunity to be taught the expected behaviour. Minor & Major behaviours are tracked on Compass.

SWPBS team

In Term 1 of 2024, KVPS established an SWPBS team that meets fortnightly to discuss and implement whole school approaches that support teaching pro-social behaviours. The team analyses behaviour data and then assesses the interventions that need to be put in place.

The 2025 team consists of the following members:

Jackson Prendergast (SWPBS Coordinator)

Kellie Murray

Amy Jones

Debra Ignace

Kylie Spalding

Lucy Calderwood