



2023 Foundation Transition Parent Information Session #3

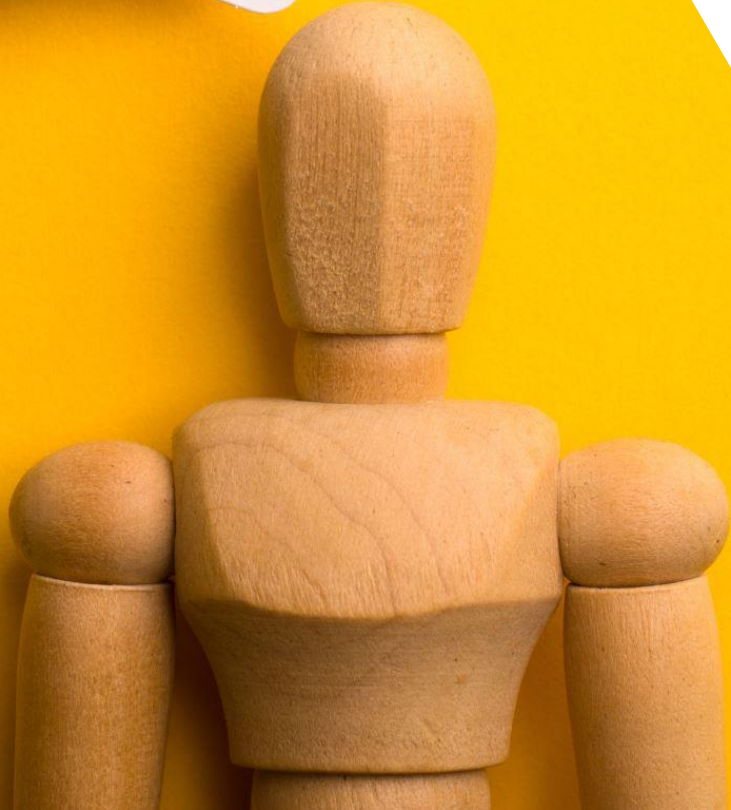
Getting your child ready for school



Acknowledgment of Country

We respectfully acknowledge the Traditional Custodians of the land on which Niddrie Primary School is located – the Wurundjeri People of the Kulin Nation, and we pay our respects to their Spirits, Ancestors, Elders and Community Members past, present and emerging.

We extend this respect to other Aboriginal and Torres Strait Islander Peoples who call Moonee Valley home.



Please feel free
to ask
questions
along the way.

FISO 2.0



Day 1 – What to expect

- Positive attitude towards school
- Open conversations
- Don't sneak away – tell them that you will be back to pick them up
- If possible, come to the school in the holidays – become familiar with the grounds.
- Give space (where possible) to settle in
- Encourage independence – unpacking bags, drink bottle and snacks
- If you have questions, just ask.

What students need

- School uniform
- Hat
- Drink bottle
- Fruit snack
- Lunch
- Snack
- Ensure you name all items
- Change of clothes in a plastic bag – underwear, pants, top

Break times

- Lunch - 11:30am-12:20pm
- Recess – 2:00pm-2:30pm

PARENT INFORMATION

Absences

Whenever your child is absent from school you should:

- Log this absence via Compass. If there are issues logging this absence call the school.

Attendance

- The Department of Education and Training states that any more than **12 days** absent a year is putting your child at risk academically and socially.
- To help foundation children settle into the school routine and in accordance with Department regulations, attendance hours for school beginners are a little different at first. A long week, often in trying heat, is an extra trial for young children.

The arrangements for Term 1 are:

February

- Mondays & Tuesdays: 8:50am – 3:30pm
- **Wednesdays: NO SCHOOL FOR FOUNDATION STUDENTS**
- Thursdays & Fridays: 8:50am – 3:30pm
- **From March** onwards Foundation students attend from 8:50am – 3:30pm, Monday to Friday.

ASSEMBLY

- A whole school assembly is held every Friday afternoon at 3:00pm. Parents and friends are most welcome to attend.
- Weekly events and our Pupil of the Week awards are presented to students in each grade
- SMS (Share My Success)

Out of School Hours Care Program:



- Our school is pleased to have an out of school hours care program that is provided by Team Kids.
- The program is offered from 7.00am – 8.45am and again from 3.30pm until 6.00pm
- We also offer school holiday programs throughout the Christmas and term breaks.



What is School Wide Positive Behaviour Support?



Framework that brings together school communities to develop positive, safe, supportive learning cultures.



Assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.



All SWPBS schools implement 8 essential features – key focus on common language to discuss behaviour (must be taught)



Tier one system

Why are we a School Wide Positive Behaviour Support school?

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- In the past, discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies e.g. reprimands, loss of privileges, suspensions and expulsions.
 - Research has shown that the implementation of punishment and in the absence of other positive strategies is ineffective.

Why are we a School Wide Positive Behaviour Support school?

SWPBS assists Niddrie to improve social, emotional, behavioural and academic outcomes for children and young people.

When SWPBS is implemented, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance.

"If a child doesn't know how to read, *we teach*"

"If a child doesn't know how to swim, *we teach*"

"If a child doesn't know how to multiply, *we teach*"

"If a child doesn't know how to drive, *we teach*"

"If a child doesn't know to behave, *we teach? We punish?*"

"Why can't we finish the last sentence as automatically as we do the others?"

Why are we a School Wide Positive Behaviour Support school?

How do we use School Wide Positive Behaviour Support at Niddrie Primary School?

Introducing, modelling, and reinforcing positive social behaviours is an important step of a student's educational experience.

We use Trickle Tokens to reinforce positive behaviours. These tokens can be used for acknowledgements (rewards) that were developed by the children.

Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

School Wide Positive Behaviour Support

Behaviour is learned and can be taught

Environments can be created to change behaviour

Understanding the relationship between physiological factors and environmental variables is a critical feature when supporting students with behavioural, social, emotional and mental health issues.

Assessing and manipulating environmental factors can predictably affect occurrences of behaviour

Data collection and use for active decision-making teams are important for continuous prevention, intervention, and program and systems improvement

Systems of support are necessary for both students and adults

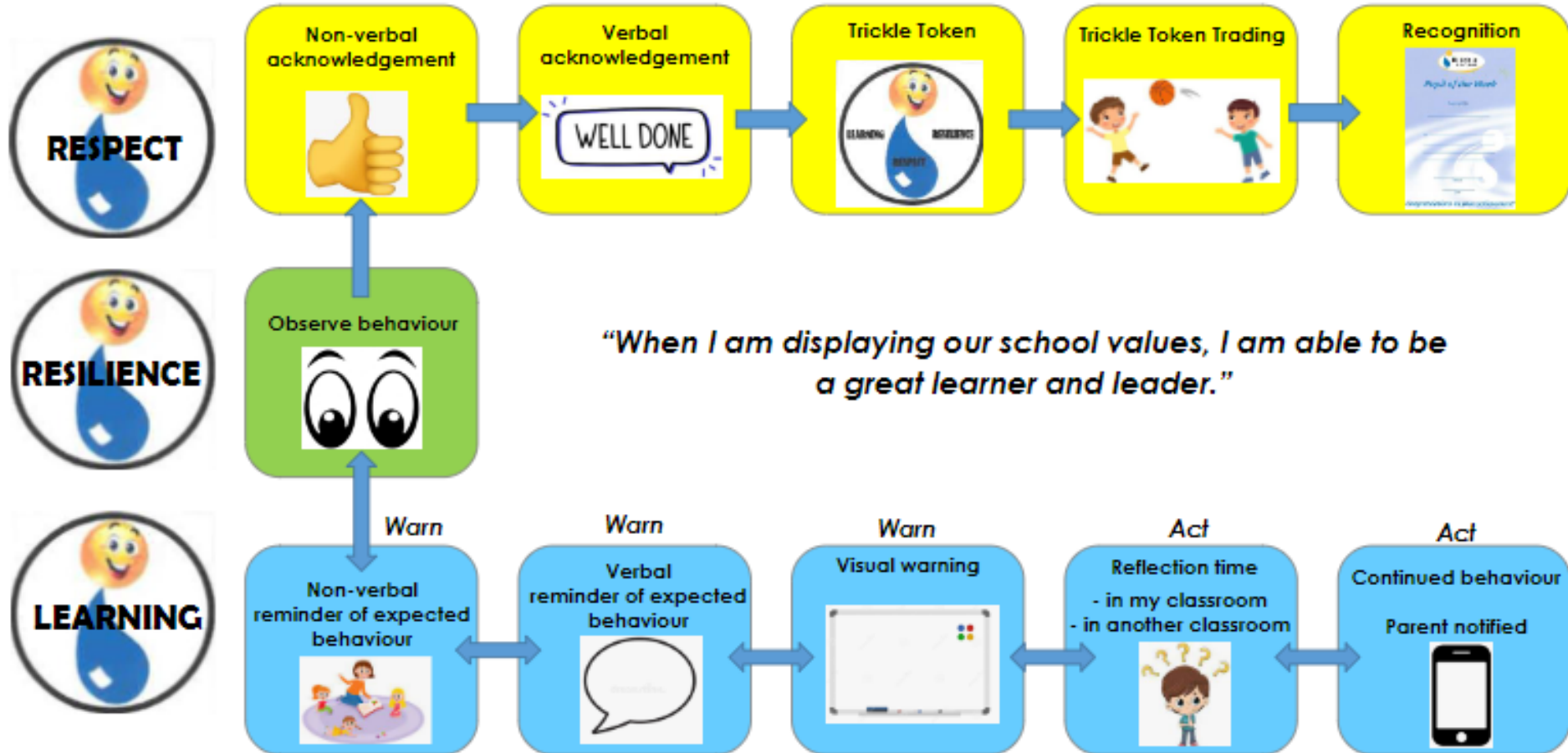
Punishment, especially when used inconsistently and in the absence of other positive strategies, is ineffective.

NPS Positive Pathway



Niddrie Primary School Positive Pathway

Creating Success





Behaviour Matrix

We show our school values of **respect**, **resilience**, **inclusion** and **learning** in all areas of the school and community.

We treat others with kindness. We take responsibility for our actions.
We take care of our belongings and school property. We always try our best.

RESPECT

I use whole body listening and wait my turn.
I keep the school clean.
I use manners.
I play fairly.
I care about others.
I move around the school quietly.
I take care of my own and others' property.
I respect other students' privacy.

RESILIENCE

I keep trying my best.
I learn from my mistakes.
I solve problems in a positive way.
I bounce back.

INCLUSION

I let others play.
I speak kindly.
I share.
I make other feel safe.
I help others.
I show tolerance for other people's differences.

LEARNING

I listen.
I ask questions.
I set goals for my learning.
I take risks with my learning.
I look for opportunities to learn.
I always put in my best effort.
I support others to learn.

Behaviour Matrix

- Supporting documentation for students
- Student friendly language
- Reference for teachers when directing student conversation around values

Behaviour Procedures

Creating Success

Are students experiencing success?

- Engaging, relevant content appropriate to level
- Appropriate teaching and learning strategies

Is there a positive environment?

- 6:1 positive to corrective interactions
- Acknowledgment system (Trickle Tokens)

Do students understand what is expected? Can they achieve it?

- Positive expectations explicitly taught (SWPBS Matrix)
- Social and emotional skills explicitly taught

Teach, model, acknowledge, correct, practise, practise, practise.

Continuum of Responses

- 'Creating Success'
 - Acknowledgements
 - Behaviour matrix
 - Move/regroup
 - Remind, remind, warn, act
 - Logical consequence
 - Calm down break
 - Conference
 - Reflection activity
 - Recess/Lunch detention
 - Time out in another location
 - Mediation or restorative conference
 - Referral to Principal or Assistant Principal
 - Parent contact
 - Behavioural note and phone call
 - Meeting with parents
 - Behaviour management plan or support plan
 - Internal or external suspension
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Behaviour Procedures

Minor Behaviours

Property: Reversible low level damage of property (eg. drawing on table); use of an item not for its intended purpose, causing harm

Truancy: Leaving classroom without permission; consistent lateness from breaks

Swearing: Non-targeted or non-confrontational swearing out of frustration.

Stealing: Stealing of school item of low value (eg. pencil, ruler)

Physical: Non-serious playful but inappropriate contact

Teasing/Threat: Verbal teasing, low level; excluding other children from play or activities without reason; verbal challenge to student with intent to cause harm

Social media/Internet use: off task use of technology

Defiance: Not following instructions, talking back

Disruption: Consistently causing interruption to instruction

Disrespect: Argumentative, lying or cheating not greatly affecting others; socially rude

Major Behaviours

Repeated MINORS (3 responses implemented in a week)

Property: Deliberate damage of property or graffiti; possession of drugs, weapons, illicit item

Truancy: Leaving school grounds without permission.

Swearing: Targeted swearing (with intent)

Physical: Aggressive behaviour and OR serious contact with intent to harm. Inappropriate contact/touch

Teasing/Threat: Serious threat with intent to harm; gang or group threats

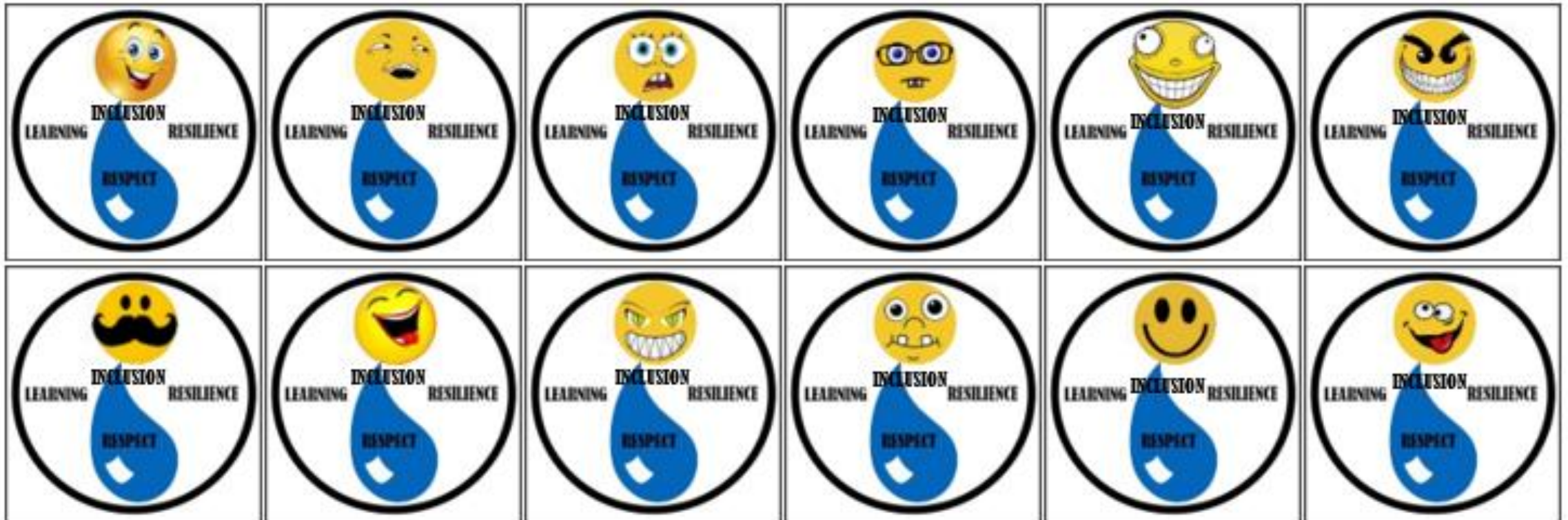
Social media/Internet use: Inappropriate use of technology at school

Defiance: Failure to follow instructions when a response is being put in place

Disruption: Dangerous behaviours; consistent yelling

Disrespect: Lying or cheating involving others (eg. Accusing someone else of the action)

Niddrie Primary School Trickle Tokens



NPS
Acknowledgements
Menu

10	20	50	100
10 minutes of free time	A <u>15 minute</u> class game eg. basketball, line tag, octopus etc.	Play an outdoor game of your choice with a staff member at lunch time or recess	Drawing or craft session during lunch time
Reading for 15 minutes	spend a session in another grade		Whole class game for a session
Choose one song to be played while eating lunch	Choose a class job for a week	Choose where you sit for a week	Hot chips with James, Sarah or Kellie
Eat lunch with a friend in another grade	20 minutes free time	Be the teacher's assistant for the day.	Organise a staff VS student game
Choose a song to be played over the PA when lining up	15 minutes on an iPad	Killer python (lolly snake)	Watch/continue a show or a movie at recess/lunch
Choose where you sit for a day	Choose two songs to play during class time.	<u>Zooper dooper</u>	Class v class game or quiz.
1 Raffle ticket	2 Raffle tickets	6 Raffle tickets	12 Raffle tickets

Resilience

Respect

Learning

Inclusion

Resilience Rights and Respectful Relationships



The Respectful Relationships program supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

The Resilience Project



An emotionally engaging program that delivers evidence-based, practical wellbeing strategies to build resilience and develop gratitude, empathy and mindfulness.

DISABILITY INCLUSION

- ▶ Disability Inclusion builds on work undertaken to date in building inclusive schools.
- ▶ Disability Inclusion seeks to identify and enable student participation through a holistic, context specific, strengths and functional needs lens.
- ▶ Disability Inclusion moves away from a medical or deficit approach that focusses on the person's impairment or what they "can't do".
- ▶ Disability Inclusion calls for a change in perspective from 'integration' which expects students to adapt to the pre-existing structure to 'inclusion' which aims to enable the existing education structure to adapt to each student.
- ▶ The Education for all policy gives schools a clear definition of inclusive education and their legal obligations for supporting students with disability.

DISABILITY INCLUSION STRENGTHS BASED APPROACH

Strengths-based is:	Strengths-based isn't:
valuing everyone equally and focusing on what the student can do rather than what the student cannot do	fixating on problems
describing learning and development respectfully and honestly	focusing only on 'positive' things and one-sided
building on a student's abilities within their zones of proximal development	a way to minimise concerns
acknowledging that students experience difficulties and challenges that need attention and support	a way of avoiding the truth or accommodating bad behaviour
identifying what is taking place when learning and development are going well, so that wrap around support can be given at any time	a student label or a monetary figure

MODIFICATIONS AND REASONABLE ADJUSTMENTS

Teachers will work closely with students, parents and external professionals to ensure any appropriate adjustments/recommendations are implemented in the classroom to support student learning.

Schools are supported through the Student Support Services (SSS) to guide and support this process.

Questions

