

Dubbo South Public School



Positive Behaviour Expectations

2025



Care, Responsibility, Cooperation and Respect

Introduction

Student Welfare encompasses everything that the school community does to support all aspects of student health and wellbeing.

The [Wellbeing Framework for Schools for NSW Public Schools](#) outlines that the school environment is pivotal for the growth and development of children. The aim is for schools to strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

It involves holding high expectations of student behaviour to nurture students to become self-aware, regulate their own emotions and behaviours, develop strong positive character traits, reflect on and positively shape their behaviour (NSW Govt. Education & Communities, 2015).

Positive Behaviour for Learning

In 2010, DSPS began implementing the Positive Behaviour for Learning (PBL) framework and have moved from the PBL Framework to align with the NSW Department Care Continuum.

The [NSW Department Care Continuum](#) is an evidenced based behaviour support and management approach. It is supported through the emotional literacy and strength based activities of the [Grow Your Mind](#) program.



Students may require different types of intervention delivered in different ways along a continuum of care.

The care continuum includes interventions for:

- all students - creating a safe and respectful learning and play environments for all students. Along the care continuum this is known as prevention or universal interventions.
- some students - providing early intervention and targeted support for disruptive student behaviour, including students at risk of developing negative behaviours. Along the care continuum this includes early and targeted interventions.
- a few students - supporting students with complex and challenging behaviour needs, including students who have been diagnosed with particular conditions, through intense, individual interventions.

School-wide Expectations

The DSPS has a school-wide set of Positive Behaviour Expectations which apply across the school in every circumstance and setting in which students are learning.

We are Caring

We are Respectful

We are Responsible

We are Cooperative

Using these expectations, a list of child friendly rules and matrix of positive behaviours has been developed for each school setting, e.g. in the playground, at bus lines, at sport, in assembly.

These rules define our expectations for behaviour in our school. These rules and displays are posted throughout the school in both classrooms and playground settings. Children will be learning them and practising them with teacher support during their lessons and break times.

 <h3>Respect</h3> 	 <h3>Cooperation</h3> 
 <p>Speak politely.</p>   <p>Be friendly and include others.</p>  <p>Keep hands and feet to self.</p>  <p>Be honest.</p>	 <p>Follow the Teacher's instructions.</p>  <p>Always do your best.</p>  <p>Be fair and take turns.</p> 
 <h3>Responsibility</h3> 	 <h3>Care</h3> 
 <p>Participate in all learning.</p>   <p>Be in the RIGHT place, at the RIGHT time.</p>  <p>Accept consequences.</p>  <p>Be prepared.</p>	 <p>Look after equipment and belongings.</p>   <p>Move safely and be careful of others.</p>  <p>Leave areas clean and tidy.</p>  <p>Show empathy.</p>

Establishing and Maintaining School-wide and Class Expectations and Rules

To establish and maintain safe, respectful learning environments for all students, teachers proactively and explicitly teach expected behaviours. DSPTS employs the following practices to develop student understanding and behaviour expectations:

- Utilise the [Setting Your Class Up For Success Checklist](#) to improve, support and employ effective classroom practices..
- Establish a class set of rules to promote safety and create a learning environment where teachers can teach and students can learn.
- Explicitly teach rules over a number of days and weeks to ensure students understand and develop the expected behaviours.
- Regularly review and discuss rules using visual cues and displays within the school.
- Positively frame, praise and acknowledge when rules are followed using intrinsic and tangible rewards.
- Calmly remind students of school-wide expectations, allow time for correction and acknowledge student actions when displaying appropriate behaviour.
- Actively engage everyone in the class during instruction..
- Provide specific, clear and positive feedback to encourage expected behaviour (a ratio of 4:1 positive reinforcements or higher).

Positive Reinforcements and Rewards

DSPTS aims to build respectful, positive relationships with students, families and the wider community to develop a community of belonging and ensure students flourish, succeed and thrive.

To develop and foster positive relationships with parents and carers, and celebrate student success, many DSPTS teachers employ a variety of these practices.

- Establish a connection by reaching out to families within the first four weeks of school
- Engage in face to face conversations and meetings to provide updates, answer questions and discuss student progress
- Provide phone call updates on behaviour and share personal success stories
- Utilise the SchoolBytes system to send whole class messages and updates
- Utilise the newsletter to share success stories from their class, or stage and whole school celebrations

Personal positive reinforcements to families are recorded on SchoolBytes as a Positive Comm Log. Other communication records can be logged on SchoolBytes under other categories including General, Wellbeing and Attendance.

DSPS utilises a variety of tangible rewards to encourage positive behaviour for all students.

Ollie Tokens

A whole school tangible reward for students is the Ollie tokens which are issued on a FREE and FREQUENT basis to reinforce knowledge and successful practice of expectations. When teachers provide Ollie tokens, they display verbal reinforcement of positive behaviours to provide specific and clear feedback to students.

Ollie tokens are utilised on a classroom level which is discussed, developed and implemented with both teachers and students voice. In some classrooms, it may be a weekly raffle, Ollie 'shop' where students trade their Ollies for their choice of reward or other choices. Rewards should not take up class learning time and FREE and REUSABLE rewards are strongly encouraged.

There are different coloured Ollie tokens to represent areas of the school and different achievements.

- Yellow Ollie Tokens - used in the classroom setting
- Blue Ollie Tokens - used in the playground setting

Achievement Awards

A whole school tangible reward for students is an Achievement Award which is issued by teachers (approximately 4 per week) in one of the key areas - literacy, numeracy, other KLA's or PBE expectations. Teachers log these awards on SchoolBytes.



Achievement Awards



Students collect Achievement Awards throughout their schooling for effort in literacy, numeracy, other key learning areas and demonstrating Positive Behaviour Expectations. Every 5 Achievement Awards, students hand ALL of them in to an Executive for additional recognition.

- ★ Merit Certificate (after 5, 30, 55, 80 awards)
- ★ Credit Certificate (after 10, 35, 60, 85 awards)
- ★ Distinction Certificate (after 15, 40, 65, 90 awards)
- ★ Honour Certificate (after 20, 45, 70, 95 awards)
- ★ Banner (after 25 & 75 awards)
- ★ P&C Certificate (after 50 & 100 awards)
*Ollie Badge after 50 awards



These are logged on SchoolBytes as students' personal chart, which accumulates throughout their years at DSPS. Students' progress through the following levels.

Ollie's Award

Teachers write 3 Ollie's Awards for students in one of the key areas - literacy, numeracy, other KLA's or PBE expectations. These awards are presented at Stage Assemblies and logged on SchoolBytes by teachers.



Stage Celebrations

At the end of each term, students celebrate Ollie Day! At the beginning of the term, students brainstorm ideas for their Ollie Day celebration and vote on the top choice. These often include free play, movie and popcorn and choose your own adventure rewards.

Students all participate in Ollie Day as they are constantly developing, practising and demonstrating DSPS Positive Behaviour Expectations throughout the term within their weekly lessons, classroom and playground behaviours. Each term after the celebration, a large feather is then placed on the wings of our Ollie Owl hall display.

Whole School Celebrations

In collaboration with the Principal, teachers and students, a whole school celebration is organised after all the wings have been added to the Ollie Owl hall display. These often include a school disco, food and fun afternoon, free play, iceblock or sausage sizzle lunch.

PBE Principal Letters

Each term, teachers nominate 2 students from their class to receive a Principal letter for following the expectations of the NSW Department Behaviour Code and school-wide expectations. These letters use the following wording - outstanding role models - in uniform, positive attitude and uphold Positive Behaviour Expectations. Students also receive an achievement award from their teacher in Week 10 of a term (after the letter has been sent home to families).

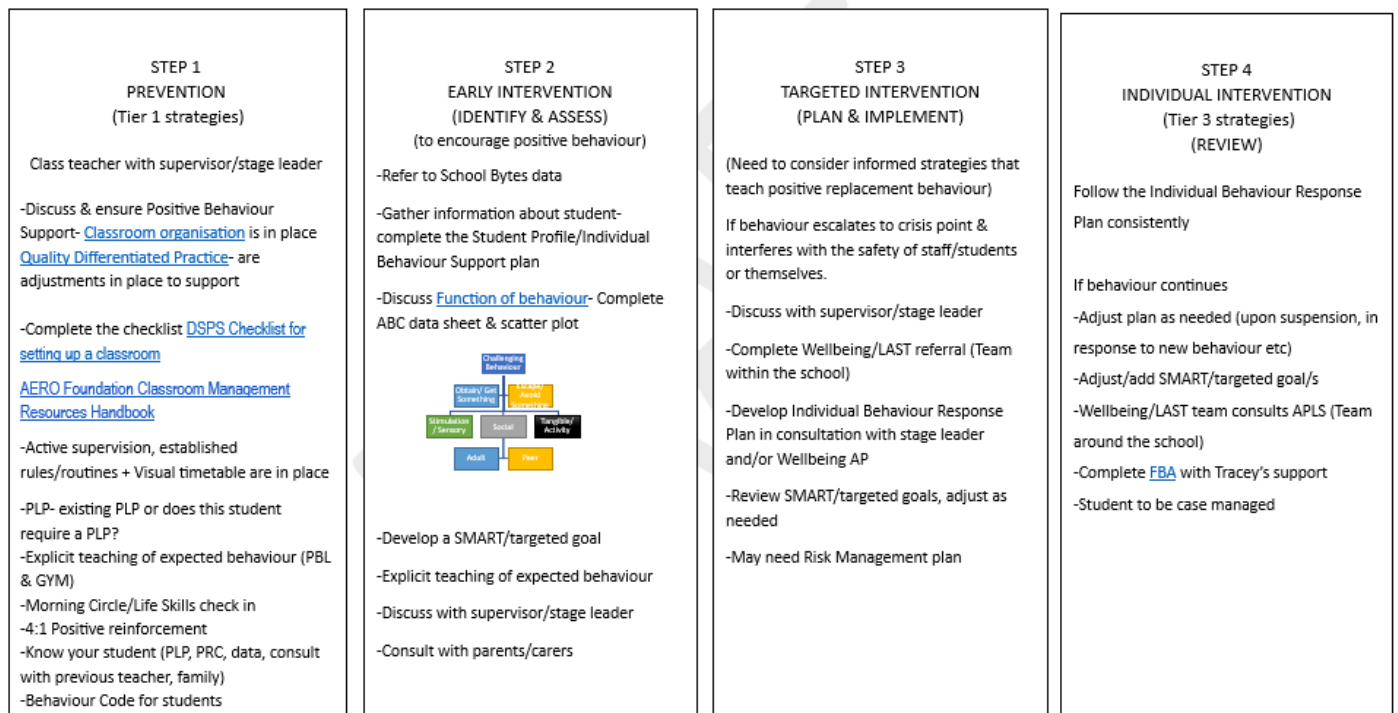
Students who have shown improvement in their behaviour can also receive a Principal letter.

Responding to Challenging Behaviour at DSPS

Appropriate behaviour is expected always. If a student has demonstrated inappropriate behaviour, teachers will support involvement through re-teaching, pre-correction, and corrective feedback where necessary. Where a student fails to respond to teaching and positive reinforcement and the behaviour problem continues, a school wide system of consequences will be implemented.

DSPS teachers should acknowledge, use and follow the DSPS Care Continuum flowchart.

Responding to Challenging Behaviour at DSPS



Refer to [Care Continuum](#) for links to other resources which may be useful in supporting students with behavioural concerns.

Resources:

- [Classroom Organisation](#)
- [Quality Differentiated Practice](#)
- [DSPS Checklist - Setting up a Classroom](#)
- [AERO Foundation Classroom Management Resources Handbook](#)
- [Function of Behaviour](#)
- [FBA](#)

DSPS teachers log and record observations of student behaviour using a system called SchoolBytes. This information and data is used to plan appropriate support and intervention where a student's pattern of behaviour is of concern following the [NSW Department Care Continuum](#).

School Wide System of Consequences- (Individualised & Contextualised)

- Rule reminder
- Teacher/Executive with student conferences
- Positive incentive
- Reflection card
- Ollie's Nest
- Reset walks.
- Executive support
- Parent/carer contact
- Restorative conversations
- Part Day Exemption plans- in line with DOE policy with support from family
- Formal caution to suspend, Suspension &/or Expulsion

Behaviour Response Across the Continuum

At Dubbo South Public-school support occurs in response to behaviour at various levels of the continuum, with prevention strategies and programs for all students. The table below helps to identify the types of behaviour students might be displaying along the care continuum. The situation or context in which a behaviour occurs determines whether it is acceptable. Some behaviours are not acceptable in any situation; however, all behaviours need to be viewed through the context in which they occur.

Responses to serious behaviours of concern

Dubbo South Public School responds to serious behaviour of concern, including students who display bullying behaviour, in line with the Departments policies regarding Student Behaviour, Suspension and Expulsion. Executive staff complete the following process in response to a crisis incident or following a serious behaviour of concern.

- Review and document incident- including taking student & teacher statements, reviewing security footage (if applicable)
- Determining appropriate response/s, including supports for staff or other students impacted.
- Communicate and collaborate with parent/carers (phone, email, parent portal or formal meeting)
- Action outcome/ including Formal caution to suspend, Suspension or Expulsion if required.
- Consult with Team Around a School for additional support or advice if required.
- Document consequence action on School bytes and complete necessary paperwork.
- Inform staff of outcome/s (via email)
- Refer to Responding to Challenging Behaviour at DSPS- (see Appendix 1) and consult with staff to.

- Construct or review/amend existing Individual Behaviour Support Plan & Individual Behaviour Response Plan
- Ensure student has been referred to Wellbeing/LAST team
- Log critical incident if necessary; including reporting serious behaviour of concern, staff/student injury or near miss as per the Department Incident Notification Response policy and procedures, including consulting with Director of Education and Leadership (DEL) &/or Media if required.

PREVENTION	EARLY INTERVENTION	TARGETED INTERVENTION	INDIVIDUAL INTERVENTION
<p>Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour.</p> <p>Students respond positively to explicit teaching of expectations.</p> <p>Students accept correction and feedback.</p> <p>Students acquire new interpersonal and social skills that support engagement with learning.</p> <p>Low-level behaviours easily managed by the teacher</p>	<p>Difficulties with concentration</p> <p>Continuous low-level disruptive behaviour, also known as minor behaviours in PBE, may include:</p> <ul style="list-style-type: none"> ● calling out ● out of seat ● low-level teasing ● out of bounds ● lack of personal space/boundaries ● not following instructions ● under-developed learning behaviours ● incomplete tasks ● off task behaviour ● lateness ● unprepared for learning. 	<p>Under-developed social skills:</p> <ul style="list-style-type: none"> ● Sharing and turn-taking. ● friendship skills ● & conversational skills. ● Language and communication difficulties ● Self-regulation difficulties ● Poor conflict resolution skills ● Bullying others or being bullied ● Poor attendance 	<p>Behaviours of concern, also known as major behaviours in PBE, are defined as challenging, complex, or unsafe behaviour that requires more persistent or intensive interventions. This may include:</p> <ul style="list-style-type: none"> ● continued / persistent disobedient and/or disruptive behaviour. ● verbal abuse ● physical aggression ● severe self-injurious behaviour ● malicious damage to or theft of property ● severe risk-taking behaviour ● shut down response. ● bullying and cyber-bullying ● misuse of technology ● discrimination, including that based on sex, race, religion,

			disability, sexual orientation, or gender identity.
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PREVENTION	EARLY INTERVENTION	TARGETED/INDIVIDUAL
<p>Responses to recognise and reinforce positive, inclusive, and safe behaviour</p> <p>Behaviour expectations are taught and referred to regularly. Teachers model behaviour and provide opportunities for practice. Students are acknowledged for meeting school-wide expectations and rules.</p> <p>This includes weekly Grow Your Mind (GYM) and Positive Behaviour Expectations (PBE) lessons targeting school wide expectations and character strengths.</p>	<p>Responses to minor inappropriate behaviour are teacher monitored</p> <p>Refer to school-wide expectations and/or emotional regulation visuals or individual student tools for self-regulation.</p> <p>Targeted lessons (from GYM & Life Skills Go) to respond to behaviour</p>	<p>Responses to behaviours of concern are executive managed</p> <p>Teacher contacts office to seek help from off class executive if required or alternatively notify students' stage leader or executive before end of school day.</p>
<p>Verbal and non-verbal specific positive feedback is paired with a positive, tangible reinforcer in a school-wide continuum for acknowledging expected behaviour</p>	<p>Using indirect responses including proximity, signals, nonverbal cues, ignore, attend, praise, redirect with specific corrective feedback.</p> <p>Using role models to redirect & acknowledge expected behaviour</p>	<p>Executive/CT takes immediate steps to restore safety, which may include exiting student and/or class from classroom/playground. Providing reassurance, offering choice. Incident review and planning is scheduled for a later time determined by executive in context to nature of incident.</p>

<p>Tangible reinforcers that include those that are free and frequent (Ollies- yellow classroom & blue playground) moderate and intermittent (Achievement awards, Student of the week)</p> <p>Recorded on School Bytes system</p>	<p>Use direct responses e.g. rule reminder, follow school-wide behaviour flow chart including choice (First this then that), student conference with low-level consequence applied</p>	<p>Executive collects information and reviews incident from multiple perspectives, including collecting student statements, viewing camera footage to determine next steps. Incident is recorded on School Bytes including action taken</p>
<p>Teacher/Parent Contact</p> <p>Positive phone calls to parents/carers weekly</p> <p>Parent portal for messages to communicate achievements.</p> <p>Recognition of student achievements are given at stage assemblies (3 per term) & whole school assemblies.</p>	<p>Teacher/Parent Contact</p> <p>Teacher contacts parents by phone/email when a range of corrective responses have not been successful.</p> <p>Individual Behaviour Support plan (Student profile) may be discussed.</p> <p>Referral to Wellbeing team may be discussed</p>	<p>Teacher/Parent Contact</p> <p>School executive makes parent/carer contact to discuss support and behaviour responses, including referral to Wellbeing, school counsellor, external agencies, Team Around a School</p>

Reflection and Restorative practices

Toilet and food breaks are always included when withdrawal from free choice play at either break is planned as a response to behaviour.

Strategy	When & how long?	Who coordinates?	How is the information recorded?
<p>Reflection Room</p> <p>A structured debriefing and planning after a crisis event of behaviour of concern with an individual or group of students</p>	Either the day of incident or following day, at lunch.	Executive staff	<p>Documented on School Bytes system.</p> <p>Parent notified through School Bytes or via phone.</p>
<p>Reset (Walk, Calm cave)</p> <p>Student may exit room to complete a reset walk or check in with nominated staff member.</p> <p>OR</p> <p>May use calm cave/space in own classroom</p>	As needed (Timed and individualised)	Classroom teacher in conjunction with executive	<p>Documented on School Bytes System</p> <p>Teacher notifies parent/carers</p>
<p>Reflection Card</p> <p>Individual student monitoring card</p>	Daily (usually one week in duration)	Executive in consultation with classroom teacher	<p>Documented on School Bytes System</p> <p>Teacher/Executive notifies parent/carers</p>
<p>Ollies Nest</p> <p>Social skills initiative-targeting identified behaviour</p>	<p>Daily (usually one week in duration)</p> <p>Student attends Ollies Nest</p>	<p>Executive managed</p> <p>Classroom teacher supported.</p> <p>SLSO/Teacher delivery of program (Ollies Nest)</p>	<p>Documented on School Bytes system.</p> <p>Executive notifies parent/carers.</p> <p>Letter sent/emailed to parent/carers</p>

Resources, Links and References

- NSW Government Education & Communities Wellbeing Framework for Schools for Public Schools

Link:

<https://drive.google.com/file/d/1Nsl9doFghMb5i4As1m6RAYXsxBiswTIQ/view?usp=sharing>

- NSW Department of Education Care Continuum

Link:

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum>

- Grow Your Mind

Link: <https://growyourmind.life/>

- NSW Department of Education Behaviour Code

Link:

<https://drive.google.com/file/d/1fXn5sGZIABBy2kCsJrjbfLn37pTMG2Qqo/view?usp=sharing>

- NSW Department of Education - Restorative Practice Conversation Scaffold

Link:

https://drive.google.com/file/d/1C1DoXqr12GZArh-ohUUKE2icgeRjC8M_/view?usp=sharing

- NSW Department of Education - Restorative Practice Apology

Link:

<https://drive.google.com/file/d/1xMuB9ugDosAT8E2zFQXiykmsr5MooQip/view?usp=sharing>