



Moana Primary

Positive Behaviour for Learning (PBL)

Staff Handbook



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School wide approach to PBL!

At Moana Primary School we value the provision of safe, consistent, predictable routines for every child, every day in every classroom. We want all students to be present, centred and ready to learn. We are a trauma sensitive school and recognise that the effects of stress or traumatic stressors impact child development and classroom learning. PBL provides strategies which empower teachers to teach and model positive behaviour processes to get students excited about their learning. Through a consistent whole school approach, we will teach, model and support our students, in learning desirable behaviours and attitudes to enhance their academic, social and emotional outcomes.

What does PBL look like at Moana Primary?

- Address the diverse academic and social needs of every student to support them to be successful.
- Enable our school to establish a continuum of supports that are intensified to meet the needs of every student
- Work as a team, using a problem solving approach (data, systems and practices) that engages students, parents and all school staff
- Establish positive social expectations for all in our school community
- Provide a framework for the school and its community to collectively support the wellbeing of every student

When implemented well:

- Students respond positively as they have been taught what is expected of them
- Staff deliver consistent responses to student learning and behaviour
- Students feel safe and cared for at school.
- Their parents, family and community are more involved in their school
- Unproductive and challenging behaviour can be significantly reduced for most students
- Teachers reduce the use of reactive discipline measures in our school for all students
- It increases data-based decision making about behaviour, teaching and learning, across all school settings

- The use of effective comprehensive supports and interventions for students with behaviour and emotional needs are met

What is PBL?

PBL is a proactive approach and focuses on teaching all students agreed expected behaviours and pro-social skills rather than just reacting to behaviour errors. In addition, a small number of students require highly individualised and intensive interventions.

PBL provides teachers and students with more time to focus on relationships and classroom instruction.

All students, teachers and staff will benefit from:

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

Why focus on positive social behaviours?

Traditionally, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment- based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions.

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies is ineffective. Introducing, modelling and reinforcing positive social behaviour is an important aspect of a student's educational experience.

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

The purpose of school-wide PBL is to establish a climate in which appropriate behaviour is the norm.

Tier 1 Essential Components

1 UNDERSTAND AND USE THE PBL FRAMEWORK

Purpose: to develop a common understanding of the PBL framework.

- What is PBL?
- The PBL framework (see Fig. 1)
- Multi-tiered continuum of support (See Fig. 2)
- School vision and guiding principles about student behaviour

2 LEADERSHIP

Purpose: to provide leadership for the development, implementation, and evaluation of PBL Tier 1.

- Establish PBL leadership team
- Team supports all staff to implement PBL
- Team supports student, family, and community involvement in PBL

3 DEFINE EXPECTED BEHAVIOUR

Purpose: the behaviour we expect for students and staff is clearly and consistently defined, and well known by our school community.

- Develop 3-5 positively stated schoolwide expectations
- Develop a teaching matrix for behaviour expectations
- Develop non-classroom procedures

4 TEACH EXPECTED BEHAVIOUR

Purpose: to build systems to support staff to teach social behaviour skills.

- The importance of teaching behaviour skills
- Lesson planning, format and teaching schedule
- Staff professional learning

5 ENCOURAGE EXPECTED BEHAVIOUR

Purpose: to build systems to support all staff to use high rates of specific feedback to encourage expected behaviour across the school.

- The power of adult attention
- Specific positive feedback (4:1 ratio)
- Schoolwide system
- Monitor specific positive feedback

6 RESPOND TO BEHAVIOUR ERRORS

Purpose: to build systems which support staff to respond to behaviour errors in ways which decrease the likelihood the student will make the same error again.

- Document which behaviours are managed in the classroom (minor) and which are managed out of class (major)
- Build a schoolwide system to respond to behaviour errors

7 MONITOR THE IMPACT OF IMPLEMENTATION

Purpose: to regularly monitor our PBL implementation.

- Are we making a difference for students, especially for students with disability, children in care and Aboriginal students?
 - Review behaviour data
 - Data-based decision making
- Are we doing PBL with fidelity?
 - Tiered Fidelity Inventory (TFI)
 - Self Assessment Survey (SAS)

8 IMPLEMENT PBL CLASSROOM PRACTICES

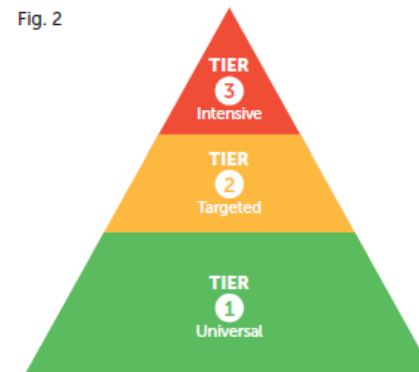
Purpose: to build systems to support staff members to use PBL classroom practices.

- Strategies to increase instructional time
 - Establish positive relationships and classroom behaviour expectations
 - Teach behaviour expectations and routines
 - Encourage and reinforce behaviour expectations
 - Respond to behaviour errors
- Strategies to increase engagement
 - Actively supervise students
 - Give opportunities to respond
 - Differentiate learning
 - Design your classroom

Fig. 1



Fig. 2



Clarifying Expected Behaviour

Teaching Matrix

At Moana Primary School our values matrix was developed in consultation with staff, students and the community. The teaching matrix of expected behaviours is displayed in every classroom and individual posters for each procedure are displayed in their relevant areas.

The Matrix reflects the language and culture of school. It is the language all staff use when they teach students the expectations. Additionally, it is the language used when they remind students, when they recognise students and when they correct students.

The teaching matrix:






- Enhances communication and creates common language among staff and between students and staff.
- Creates the “curriculum” that will guide the teaching of expected behaviours
- Creates a picture of a successful student.
- Provides a guideline for students to monitor their own behaviour and they remind and motivate students to meet certain standards.
- Aligns staff by providing a framework to guide decisions about discipline.
- Validates and supports individual teachers’ procedures and requests.

The school community have developed three school wide Values. These are:





Moana Primary School Values

	Classroom 	Inside Spaces 	Outside Spaces 	In the community 	Digital Citizenship 
Respect	<ul style="list-style-type: none"> Actively listen to others with an open mind Encourage people if they get things wrong; don't laugh at them Take care of classroom items Use equipment correctly and safely Use respectful language If you make a mess, clean it up Say sorry Respect other people's opinions 	<ul style="list-style-type: none"> Speak quietly and be careful not to disturb others Keep the toilets clean and tidy, do your business, wash your hands and leave Be a buddy not a bully 	<ul style="list-style-type: none"> Follow rules which are designed to keep us safe Be grateful and respect equipment Don't hurt others Acknowledge different perspectives Use your manners in the canteen Walk where it is unsafe to run 	<ul style="list-style-type: none"> Wear MPS uniform with pride Actively listen and pay attention in assembly Use good manners at all times Respect nature Walk and ride safely and consider others Listen to all adults and follow their instructions 	<ul style="list-style-type: none"> Look after computers Avoid online arguments Do not take photos of others without their permission Ask for permission before you upload pictures of friends Protect your privacy and that of others Speak to others as if you were face to face
Integrity	<ul style="list-style-type: none"> If you promise to do something you do it Keep working hard even if the teacher isn't looking and when they are working with another student Be honest, if you do the wrong thing, accept your consequence and learn from it When your class teacher isn't there make A choices for the relief teacher 	<ul style="list-style-type: none"> Act like a teacher is watching Keep promises Smile at everyone, say hello and use manners Keep hands and feet to yourself Return books and equipment to where they came from 	<ul style="list-style-type: none"> Make sure rubbish is put in the bins Follow the rules even when an adult is not watching Head back to class when the first bell rings 	<ul style="list-style-type: none"> Return lost/dropped items to their rightful owner Engage in behaviour that is positive for the community Make choices that are good for the environment Follow the rules, they are there to keep us safe Be in the right place at the right time 	<ul style="list-style-type: none"> Only visit sites which are age appropriate Don't share private information e.g. passwords Only talk to people online who you know offline Don't respond to hurtful or nasty comments, block and report this.
Kindness	<ul style="list-style-type: none"> Keep your hands to yourself Help people to find their things Say good morning and ask people if they are ok? Help others with their learning Be kind to the teacher and your classmates Share class resources Don't hurt others Accept people have differences and that is okay 	<ul style="list-style-type: none"> Help younger students e.g. show them how to find a book in the library Say good morning to people and ask how are you? Use kind words all the time Include people in groups 	<ul style="list-style-type: none"> Ask people to play and say yes when others ask you Help others who need help Offer friendship to those who may be lonely Play fair and follow agreed rules Take turns and share equipment Don't be a bystander, speak up and help others 	<ul style="list-style-type: none"> Encourage, help and congratulate others on their efforts Treat others the way you would like to be treated 	<ul style="list-style-type: none"> Speak with kind words and avoid gossiping Encourage others to seek help if things go wrong online Stop, think and review – jokes can be misinterpreted online Treat yourself and others with the same care and attention we give in the real world

Procedures

In addition to expectations and rules, procedures have been defined in non-classroom areas and in each classroom. Procedures are the methods or process for how things are done. Procedures break down rules into teachable steps. When procedures are taught to fluency, they help students form routines to accomplish tasks efficiently and smoothly.

Routines

When the procedure has been identified, taught, and practiced, it becomes a routine which has a clear meaning for all students.

Many procedures that may be cumbersome or time consuming at the beginning of the year become second-nature after a few weeks: the procedure for entering the classroom and preparing for instruction, the procedure for gathering materials for a science lab or setting up a PE game etc.

An example of visual a procedure is outlined here. We focus on external routines on a two weekly cycle ensuring all posters receive a four week intensive focus yearly to embed these routines.





MOANA PRIMARY BSEM & PBL AGREEMENT

At Moana Primary School we value the provision of safe, consistent, predictable routines for every child, every day in every classroom. We want all students to be present, centred and ready to learn.

Our BSEM whole school agreement includes:

- **Morning Routine/Circle** – all students will participate in a morning routine which offers (dependant on level of school);
 - Greeting each other by name
 - Healthy touch
 - Positive primers (whole class game)
 - Expectations (how to show each school value during the day)
 - Announcements (Student Bulletin, birthdays)
 - What Went Well
- **Brain breaks** – There are brain breaks that provide positive emotions through partner and group activities. There are also calming brain breaks that de-escalate classrooms and build self-regulation. Suggested brain breaks and Mindful Moments are in the Student Bulletin each day.
- **Zen Den** – a quiet space in the classroom where children can self-regulate and to display the agreed Whole School Zen Den expectations.
- **Images for positive emotions** – cute images displayed throughout the day that promote positive emotion
- **Interoception/Mindfulness** – classes to participate in 5 to 10mins of Interoception or Mindfulness activities to assist them in getting ready to learn after breaks.
- **Ready to Learn Plans** – Students who require an individualised one will be developed with the support of the Student Wellbeing Leader. Classes can also setup a whole class ready to learn plan.
- **Zones of Regulation** - Each class will be provided with Zones of Regulation materials with the option of using this more extensively in their class and Zen Den's
- **Triage Conversations** – leadership will use the school values and character strengths in conversations with children who are referred to the office.
- **Student Bulletin** – each class will read out the Student Bulletin each day so that all students are informed as to what is happening for the day and of any changes.
- **PBL Whole School Reward System** – teachers will reward students with house points when they display the school values and this will be recorded online. Each term students will work towards receiving a reward when the whole school hits the set target. This reward is negotiated with students and shouldn't cost the school any money.
- **PBL Behaviour Expectations** – Each year during Weeks 1 & 2 of Term 1 each class will go through specific PBL expectations and routines for their class and will visit as required throughout the year. A whole school focus will be shared at each Assembly for classes to focus on each fortnight. These expectations will also be shared on Class DOJO.
- **Staff Meetings** – The PBL team will be allocated at least one staff meeting per term for professional development as well as an opportunity for class teachers to analyse their class data and set some targets and focus areas for their class.
- **PBL Team** – will meet at least once a term to analyse data and to organise professional development for staff.

PBL Classroom Practices



Design Your classroom:

Design your classroom so there is no physical or visual clutter. Make sure there is easy access to frequently used materials. Keep the classroom tidy. Think about students' needs like what visual cues they may need without giving them a sensory overload. Ensure each class has a ZEN Den to support self-regulation.



Establish Positive and Effective Relationships

- Daily interpersonal classroom interactions are the keystone for building quality teacher student relationships.
- greet all students at the door with a smile and use their preferred name
- show genuine interest in students by interacting with them often and in a positive way
- acknowledge effort and success
- welcome students who have had time away and help them reconnect with learning and their peers
- always show unconditional positive regard.
- Have clear and consistent rules and guidelines
- Display in the classroom as a visual prompt for teachers and students.

Teaching Expected Behaviour and Routines:

Like academic skills, behaviour skills must be practised regularly and acknowledged/reinforced frequently. If a student has firmly learned problem behaviour, then formally and continually prompting, practising, and reinforcing the desired alternative becomes especially important and necessary.

- predictable and safe environments with procedures displayed
- physical, emotional and cultural safety
- establish and maintain safe and supportive relationships
- acknowledge the need for multiple opportunities and repetition
- provide consistent expectations
- repair and restore relationships;
- teach common procedures and behaviours
- prepare for transitions or changes.

Pre-correct/Remind: When a teacher can anticipate students may have difficulty, a prompt is given to students about the expected behaviour. *(As you walk with the class remember to Be Respectful by keeping your hands, feet and other objects to yourself.)*

Encouraging and reinforce Expected Behaviour:

- It makes that behaviour more likely to occur in the future and is one of the most powerful tools for shaping or changing behaviour.
 - Spending time on acknowledgements focus the attention on positive behaviours and minimizes attention to negative behaviours.
 - It increases instructional time and minimizes time students are out of the classroom.
 - Acknowledgment systems prompt adults to recognise expected behaviours
 - Every time any adult interacts with any student, it is an instructional moment.
1. Use **specific positive feedback (4:1 Positive – Corrective)** to reinforce the desired behavior **This:**
 - builds positive sense of self for student
 - teaches new skills
 - allows for sense of control
 - promotes brain development
 - creates predictability.

Frequent	Intermittent	Occasional
Acquisition learning phase	Fluency learning Phase	Maintenance and <u>generalisation</u> learning phase
<ul style="list-style-type: none"> • High rates of specific positive verbal feedback • Stickers • Thumbs up • Notes home • Schoolwide ticket • Smiles • High fives 	<ul style="list-style-type: none"> • Positive phone calls home • Extra computer time • Leave class first • Choose your seat • Post card home • Time to talk • Watch a YouTube clip • Choose a work partner 	<ul style="list-style-type: none"> • Recognition by the principal • Class party • Student of the week • Class excursion • Gift certificates • Class snack • Eat lunch with a teacher • Principal pizza party

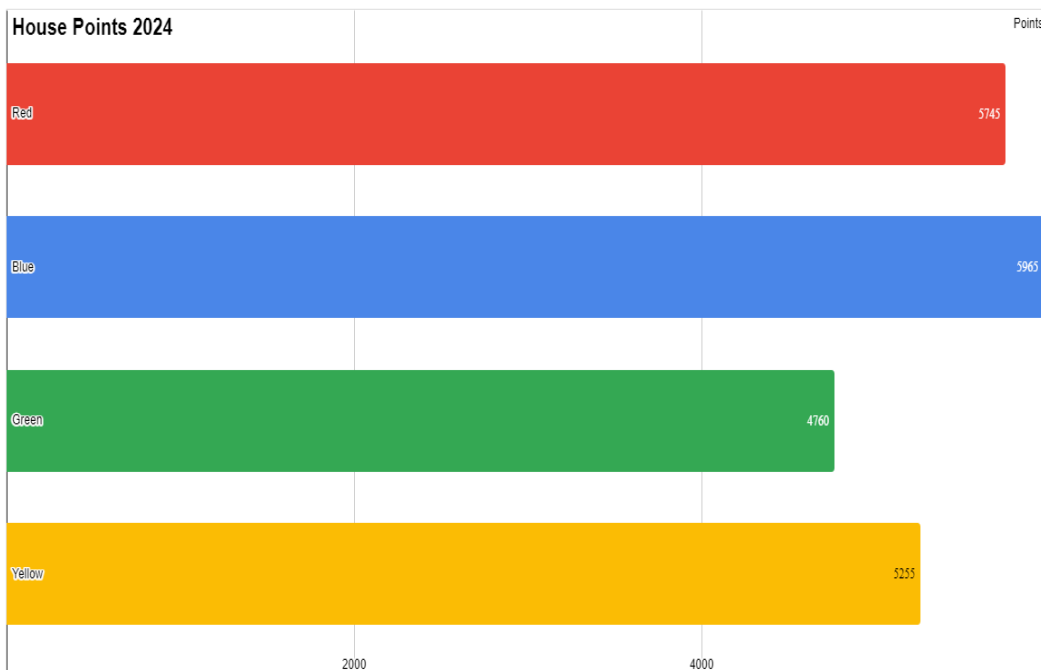
House points encouragement system to encourage students' to use expected behaviours.

Moana Primary use a whole school reward system which links house points to our school values. Students receive house points from class and specialist teachers during lessons. The class with the most house points receive a class mascot for a two week period (INTEGRITY Tiger, RESPECT Elephant and KINDNESS Dog). This is announced at our fortnightly assembly.

[Moana Primary House points entry](#)

[Moana House Cup 2024](#) (Points Tally)

All house points move towards our whole school tally and the house team with the most points at the end of the term receive the house cup.



21725

At the start of the term a goal is set for our School to achieve a combined total of house points. Once this is achieved, students can nominate an activity for a whole school reward. This is something we experience together as a whole school.

Positive Behaviour for Learning

Dear Families,

We have had another busy and productive Term relating to our Positive Behaviour For Learning (PBL) program.

Teachers have been developing and teaching lessons around routines and students have been doing a fantastic job of implementing these everyday. These include moving to and from class, returning from breaks, improving organisation and readiness to learn, which in turn is impacting positively on student learning.

The school has also worked to develop regulation opportunities through our Interception (Warriti Ku) space and our check in check out rewards points system. These two initiatives are supporting many students to improve their regulation capacity both during class time and after break times as well as recognising positive behaviours and efforts from students within the classroom.

Our students have done a fantastic job of achieving their 10,000 house reward points which earned them a casual day, wearing their sports day colours, plus an afternoon outdoor disco which was held on Wednesday 10 April. A fun day was had by all and it was great to see everyone in their house colours (Please see the photos attached). It will be interesting to see what nominations our students may have in mind for their next reward.

Finally our house winner of the Term 1 Cup for achieving the most House Points for by displaying our school values around the school was the Blue Octopus team with a whopping 5195 Points. CONGRATULATIONS!!

Jason King and Nicole True



Respond to Behaviour Errors:

- Consistency
- Calm, immediate response
- Use least intrusive strategy.
- Specific, yet brief
- Quiet, respectful interaction with student
- Refocus class, if needed

PBL promotes an educative approach to addressing behaviour errors and recommends that teachers respond to behaviour errors in the same way they would respond to academic errors, through specific corrective feedback.


- This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour.
- A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure.
- A redirect emphasises the “what” of the behaviour instead of the “why.”

Consequences Guidelines

- Consequences are not punitive.
- Consistency, not size is important.
- Consequences should be selected individually.
- Logical consequences are often more effective
- Instructional; help the student to learn and practice the desired behaviour
- Relevant/logically connected to behaviour error
- Individually selected; matched to the frequency & severity of the behaviour
- It is not the severity of the consequence, but the inevitability (consistency) that a response will occur which affects behaviour.
-

Teacher uses pro-active strategies to support students	
<ul style="list-style-type: none"> Morning routines Brain breaks Explicit teaching of character strengths Zones of regulation / interoception 	<ul style="list-style-type: none"> Explicit teaching of expected behaviours 4 to 1 positive feedback Consistent & predictable class routines Values matrix used consistently as a teaching resource in classrooms

PROCESSES FOR DEALING WITH STUDENT BEHAVIOUR



Our school's response to all student behaviour is:
Calm/Consistent/Timely/Respectful/Private

Option 1

Classroom teacher check in, cue for desired behaviour

Option 2

Classroom teacher to attend, provide choice and redirect.

Option 3

Buddy class, Warriti Ku reset

Option 4

Student conferences with leadership support

Leadership to follow up with students 1:1 and negotiate response with input from from referring teacher. Action will be recorded in EMS by leadership and parents will be contacted when required.

Student returns to the classroom at the discretion of the teacher. Missed learning time may be made up during a suitable time. In the event of a serious breach of behaviour one or more of the following may occur: parent conversations, take home or suspension.

KINDNESS

RESPECT

INTEGRITY

MOANA PRIMARY SCHOOL BEHAVIOUR OUTLINE



At Moana Primary School we..

Teachers use a range of pro-active strategies to support students:

- Morning Routine
- Explicit classroom norms and teaching of PBL classroom practice
- Brain breaks
- Consistent and predictable classroom routines
- Values focus across the school
- Explicitly teaching social and emotional skills

Behaviour Intensity

Level 1	Level 2	Level 3	Level 4	Level 5
Behaviour is confined only to the student	Behaviour distrups others in the student's immediate area	Behaviour disrupts everyone in the class	Behaviour disrupts other classrooms or common areas of the school	Behaviour causes or threatens to cause physical injury to student or others

Respect

Integrity


Kindness

Actively Supervise Students


Purposeful teacher interaction that incorporates pre-correction, moving, scanning and interacting with students to create opportunities for teaching, prompting, encouraging and correcting expected behaviours.

- Increases student engagement and improves the amount and quality of instructional time.
- Creates frequent opportunities to monitor students for success, or for need of prompting.
- Facilitates relationship building in creating opportunities for positive interaction.
- Anticipates and prevents known triggers for students.
- Communicates care, trust, and respect.

Actively supervise students : guidelines



Precorrection	Proximity	Scanning	Interacting
Prompting expected behaviour just prior to when it is needed.	Using proximity by continuously moving throughout the learning environment to monitor, support, and be present.	Frequently and intentionally look around and observe all students on a regular basis to monitor, prevent, and/or reinforce behaviour.	While moving and scanning, you should also frequently interact with students providing feedback to students to reinforce, prevent, or teach academic and behavioural skills



Give Opportunities to Respond:

- An instructional question, gesture or visual cue made by the teacher explicitly designed to elicit a student response.
- They are curriculum relevant and instructionally related, not a direction to perform a task or a social question.
- They can be presented to an individual student, group, or whole class.
- Student responses may be verbal (e.g., calling out the answer to a question), written (e.g., writing a response on a whiteboard and holding it up), or non-verbal (e.g., thumbs up if you agree).
- The teacher then provides feedback to students.

This will:

- Increase on task behaviour
- Increases academic/learning outcomes
- Increase positive to corrective feedback ratio
- Makes learning visible
- Allows for differentiated responses

Opportunities to respond: examples



	Individual	Group/class
Verbal strategies	<ul style="list-style-type: none"> round-robin for individual responses pulling a random student's name out of container 	<ul style="list-style-type: none"> teacher signals and students respond in unison develop questions with only one right answer that can be answered with short answers. think-pair-share think-write-pair-share
Non-verbal strategies	<ul style="list-style-type: none"> personal white boards pre-printed response cards student response systems 	<ul style="list-style-type: none"> holding up fingers/hands pointing to the answer white boards guided notes ipads computer assisted response systems

Differentiate learning:

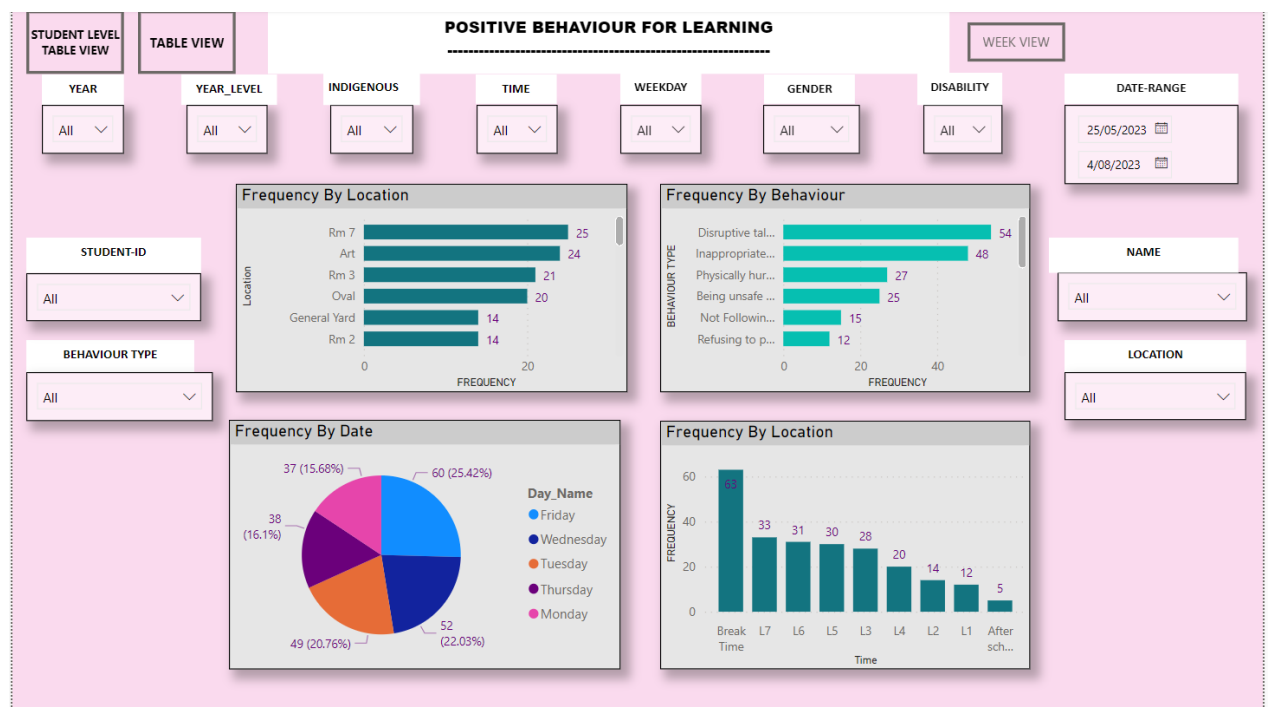
You can differentiate learning by making changes to suit the readiness, interests and learning needs of a student.

Differentiate learning through changes to the:

- process: how students learn
- product: how students show their knowledge or understanding
- environment: where students learn and who they learn with
- content: what learning is appropriate and relevant for the students

Data-Based Decision-Making Process

The ongoing Data-Based Decision-Making process for PBL is similar to most school improvement, problem-solving, or decision-making models and includes collecting data to identify current status, analysing data, identifying expected outcomes, developing an implementation plan including selecting strategies, determining indicators of results, and establishing an evaluation plan. This thinking is paramount for any improvement effort and remains at the heart of your school's PBL work.



Remember:

- Responding to problem behaviour must involve teaching the student new ways to behave
- **Punishment does not teach new skills**
- Respond to social behavioural errors the same way you respond to academic errors
- Upholds the importance of expectations.
- Interrupts the inappropriate behaviour, preventing practice of that behaviour.
- Rewires the brain
- Capitalises on the teachable moment.
- Gives the students a chance to learn to be successful.
- Increases probability of future correct behaviour.
- Decreases time out of learning/ instruction.
- Demonstrates care and concern by the adult.
- Builds relationships with students.
- Maintains a positive learning climate.

Tier 2/3:

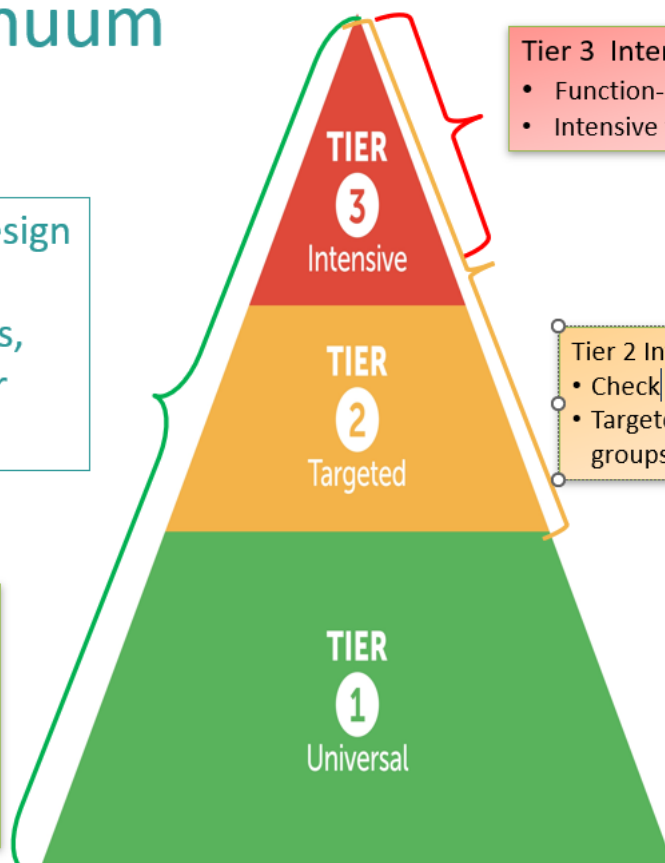
PBL is a 3 tiered system and there are a number of interventions and supports set up to support students as required at Moana Primary. If you have any questions or concerns about a particular student and you would like to investigate these supports further, please speak with the Wellbeing Leader or Deputy Principal about this. The tracking of Data and regular formal and informal conversations also supports the implementation of these strategies for identified students in consultation with the class teacher.

Multi-tiered continuum of support

Your PBL Leadership team will design this with you, using evidence based practices, matched to the needs of your students

Tier 1 Interventions

- Defining expected behaviour
- Teaching expected behaviour
- Encouraging expected behaviour
- Responding to behaviour errors
- Effective teaching and learning practices



Tier 3 Interventions

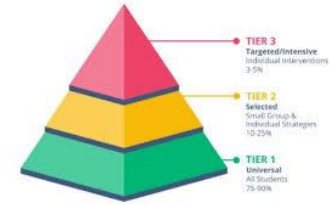
- Function-based support
- Intensive wraparound support

Tier 2 Interventions

- Check in/ check out (CICO)
- Targeted social skills instruction groups (SSIG)



Moana's Intervention Menu



<i>Tier 1 (Universal)</i>	<i>Tier 2 (Targeted)</i>	<i>Tier 3 Targeted/Intensive</i>
<ul style="list-style-type: none"> • Warriti Ku • Zen Dens • Student Bulletin • What's the Buzz (R-2) • Shine (3 – 6) • CPC (R – 6) • Student Bulletin • Yard Activities • Brain Breaks • Morning Routine/Circle • Whole Class Interception/Mindfulness activities • School Values Award System • PBL Behaviour Expectation Posters/Mini lessons • Class DOJO • Buddy Class activities • Restorative Practices • School Values Matrix • Berry Street Methodologies/Practices/Strategies 	<ul style="list-style-type: none"> • Lego Dice Game • Check In Check Out • Check & Connect • Play Plans • Small group and individual socials skills sessions • Targeted PBL expectation sessions 	<ul style="list-style-type: none"> • Individualised Learning/Behaviour Support Plans • Safety/Risk Management Plans • Observations • IESP Funding • Team Around the Child Meetings

Referral form/Process:

Please see Leadership to discuss this process further if you have any questions



MOANA PRIMARY SCHOOL

Tier 2 and 3 Referral Slip	
Students Name:	
Date:	Referred By:
Year Level: <input type="checkbox"/> R <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	
Common student behaviours: <input type="checkbox"/> Disruptive talking/noise <input type="checkbox"/> Refusing to participate <input type="checkbox"/> left the room without permission <input type="checkbox"/> refusing to enter the room <input type="checkbox"/> being unsafe with equipment <input type="checkbox"/> Damaging property <input type="checkbox"/> Teasing <input type="checkbox"/> Bullying <input type="checkbox"/> Swearing at students or staff <input type="checkbox"/> Physically hurting others	Actions already implemented by the teacher:
Comment from referring teacher:	
Please email this form to Deputy Principal or Well Being Leader.	

Qualifying for further interventions		
	Tier 2	Tier 3
Moving from Tier 1 into Tier 2 and 3... What does this look like...	<ul style="list-style-type: none"> • 4 - 6 office referrals within a fortnight • If a critical incident is lodged student is flagged for Tier 3 intervention consideration 	<ul style="list-style-type: none"> • 6 + office referrals in a fortnight
*Professional conversations around individual students will occur discussing intervention possibilities		