

# **Gordon Education Centre Expectations**

I am Safe

I am Responsible

I am a Learner

## **What is SW-PBIS?**

Staff at Gordon Education Centre believe that all students learn best in a well-managed and supported environment where expectations for behaviour are clearly stated and applied across the entire site. School-Wide Positive Behaviour Interventions and Supports (SW-PBIS) is a comprehensive, integrated whole school approach to student wellbeing and behaviour.

SW-PBIS is a process that supports school leadership teams to create positive learning environments that enable student learning and wellbeing.

Successful implementation of SW-PBIS is underpinned by the support and commitment of the whole school community.

PBIS is based on a three-tiered continuum of prevention and intervention:

- Tier 1 - Universal prevention: school-wide and classroom systems for all students, staff and settings.
- Tier 2 - Targeted interventions: small group systems for students at-risk behaviourally.
- Tier 3 - Intensive interventions: systems for students with high-risk behaviour and/or learning needs.

PBIS is based on a set of school-wide expectations that are taught, reviewed and reinforced in a variety of ways throughout the school year. Teachers provide explicit lessons based on the expectations agreed upon by all staff. Staff members are trained in the use of positive language and ways to prevent, teach and reinforce the expectations. PBIS enables students the opportunity to practice and be rewarded for appropriate behaviours and supports them in becoming more responsible for their own actions.

## **Key components of SW-PBIS:**

- School Wide Expectations – these are posted throughout the school and referred to by staff during regular conversations with all students
- A Matrix of positively stated expectations, including settings within the school community
- Explicit teaching of expectations
- Positive Reinforcements (incentives/rewards) for meeting behavioural expectations at both a class and whole school level

## Gordon Education Centre Teaching Matrix

### Teaching Matrix - GEC PBIS

		Routine/Setting			
		Classroom	Playground	Bus	Transition
Expectations	I am Safe	I follow instructions 	I seek help 	I keep my hands & feet to myself 	I follow instructions 
	I am Responsible	I care for my equipment 	I take turns & share equipment 	I follow instructions 	I walk or wheel 
	I am a Learner	I make choices 	I wait for my turn 	I wear my seatbelt 	I stay with my group 

### Positive Reinforcements

Each classroom teacher develops their own plan for routines, implementation of the expectations and positive reinforcement systems through their personal classroom management systems.

Whole school recognition of students working within the school-wide expectations include Assembly Awards, celebration time with the Leadership Team (morning teas) and/or special privileges within the school community.

### Data Collection

Data collected on student behaviour drives decision making to identify students who require additional supports within the school community. Data will be collected on all areas of the teaching matrix, which will assist Leadership to identify areas that require an additional teaching focus within the school curriculum.

### Positive Behaviour Interventions and Support Plans

Developing PBIS plans require an ongoing process of data collection and collation; various strategies are then put in place focussing on enhancing life skills while minimising concerning behaviours. This process involved all members of the student's school community and is a comprehensive process.