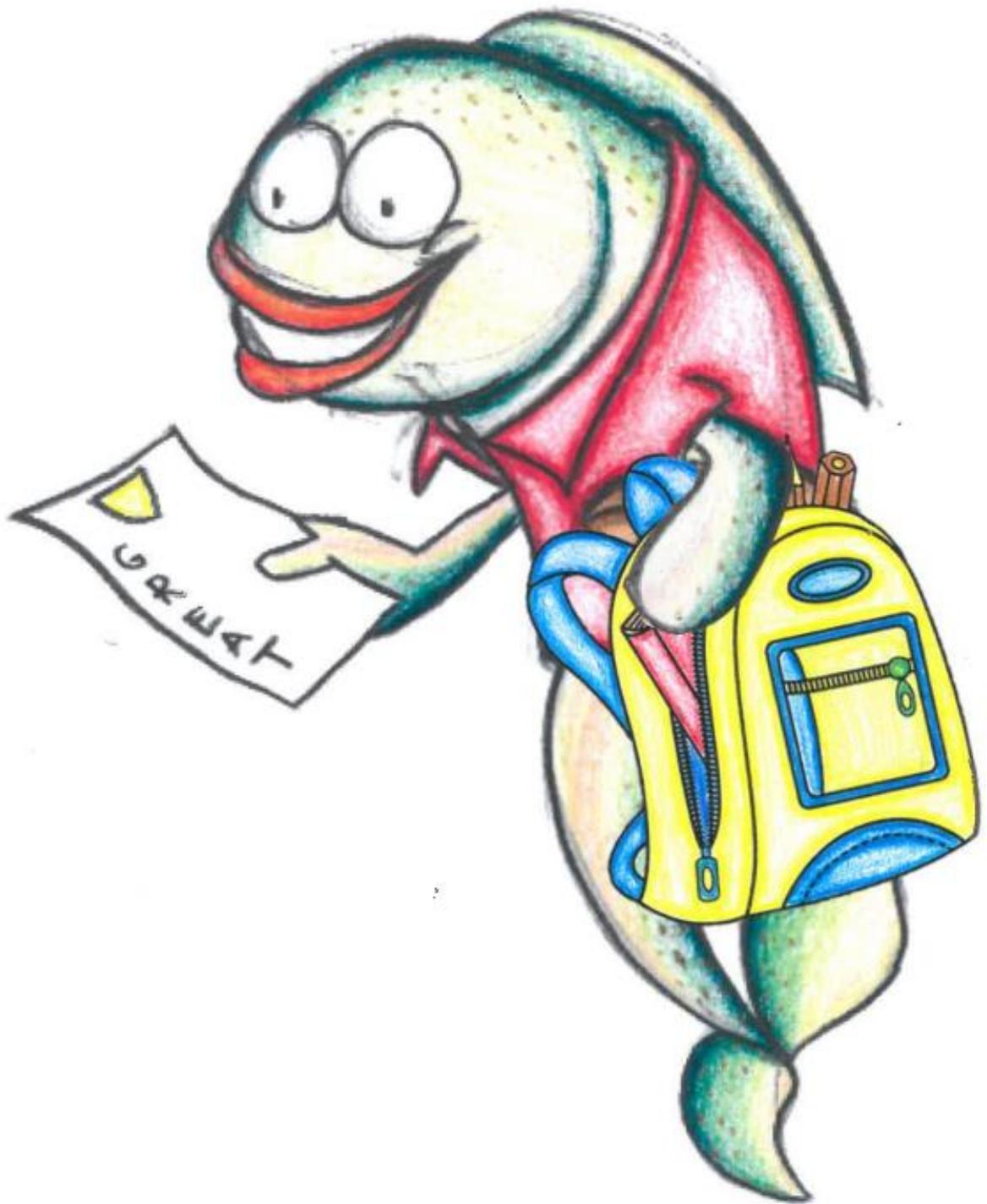


# The Great Way (PB4L)



Ngongotaha School

## The GREAT Way

### Positive Behaviour for Learning (PB4L)

#### Introduction

Ngongotaha School aims to provide a school-wide Positive Behaviour for Learning environment to establish and maintain a safe and effective environment that will maximise the academic and behavioural competence of learners.

Positive Behaviour for Learning, known at Ngongotaha as The GREAT Way, is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviours with all students\*.

#### **Major Components:**

- Sustainable school-wide action plan designed to meet the needs of the school
- Consistent approach to discipline based on respectful relationships through collaborative consultation with the whole school community
- A programme designed to improve the learning environment by teaching critical skills that help students become competent, responsible and caring
- Positively stated expectations for all students and staff (clear definitions that all staff, students and parents can understand and remember)
- Procedures for teaching these expectations – the matrices
- A continuum of procedures for encouraging demonstration and maintenance of these expectations
- A continuum of procedures for discouraging problem behaviour
- Procedures for monitoring and evaluating the effectiveness of the system on a regular and frequent basis

#### GREAT

GREAT is an acronym based on the values that the staff, students and community believe will effectively support the mission statement of Ngongotaha School.

#### **School Mission:**

Aim High, Stand Proud - Iti rearea teitei kahikatea ka taea

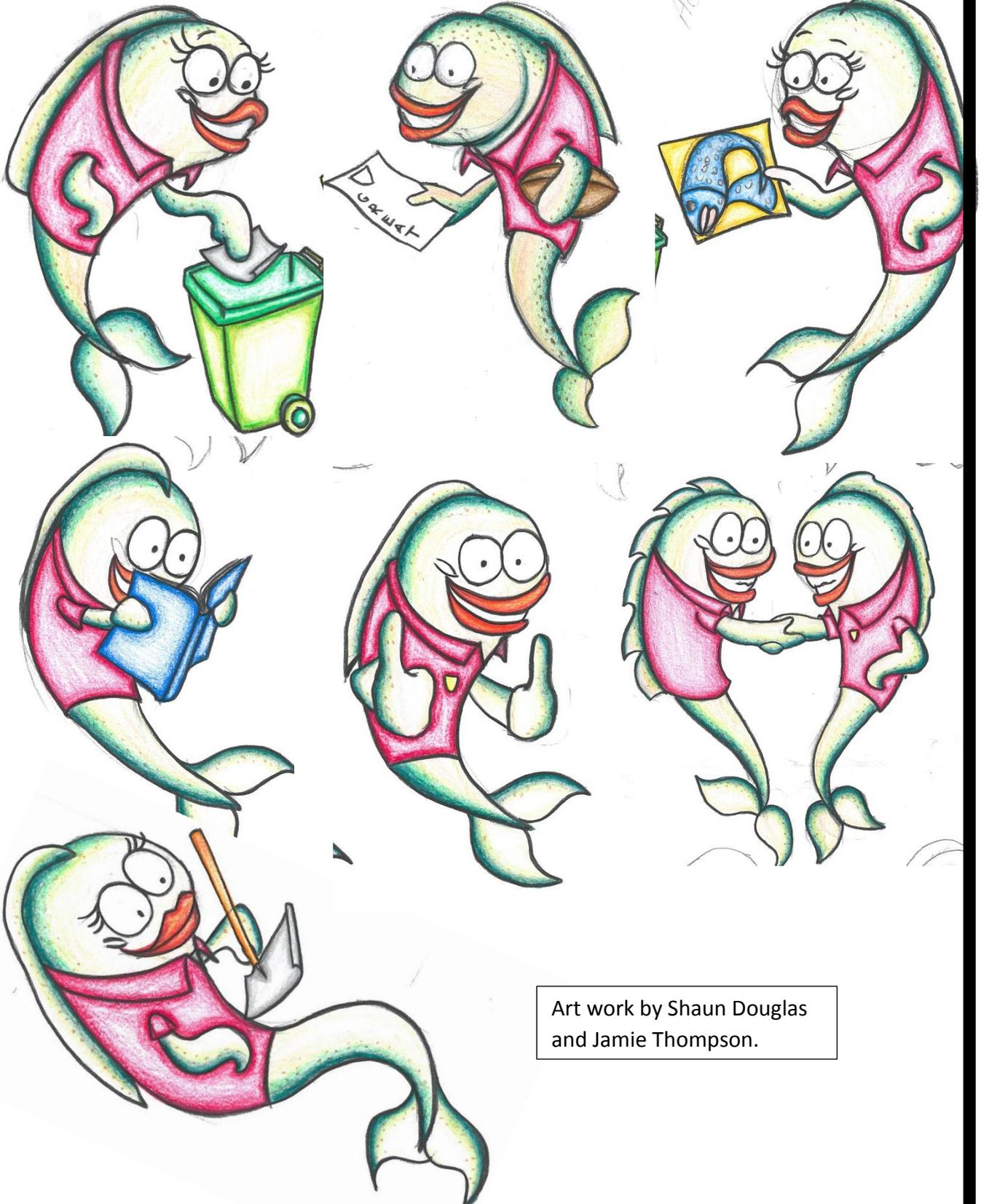
Our GREAT concept has developed in consultation with our school community. During the implementation of our PB4L programme the wording of each explanation has been simplified and put into “child speak”.

|               |                             |
|---------------|-----------------------------|
| G-growth      | Grow by having a go         |
| R-respect     | Respectful, kind and caring |
| E-quality     | Everybody is important      |
| A-achievement | Are keen to succeed         |
| T-trust       | Trustworthy and honest      |



## Jack and Hene

To help students visualise each of the GREAT values the characters of Jack and Hene Trout were designed. These characters are based on the trout in the school logo. Jack and Hene are represented showing different aspects of the GREAT values eg picking up rubbish, playing nicely and trying hard at school.



Art work by Shaun Douglas  
and Jamie Thompson.

## **EXPECTATIONS OF BEHAVIOUR AT NGONGOTAHA SCHOOL**

At Ngongotaha the key word for behaviour expectations is:

### **GREAT**

|                     |                                    |
|---------------------|------------------------------------|
| <b>G-rowth</b>      | <b>Grow by having a go</b>         |
| <b>R-espect</b>     | <b>Respectful, kind and caring</b> |
| <b>E-quality</b>    | <b>Everybody is important</b>      |
| <b>A-chievement</b> | <b>Are keen to succeed</b>         |
| <b>T-rust</b>       | <b>Trustworthy and honest</b>      |

### **Procedures for Teaching Behavioural Expectations**

All the Behavioural expectations will be taught by staff in three ways:

1. By modelling of expectations by all staff at all times during their school duties.
2. By the teaching staff systematically teaching the expectations. This is done at a whole school level (at assemblies, newsletters, special events) and at the classroom level (integrated into curriculum and using common structured framework/matrix throughout the school.)
3. By teachers and other staff repeatedly teaching the expectations, pre-correcting students and using them as part of their every practice.

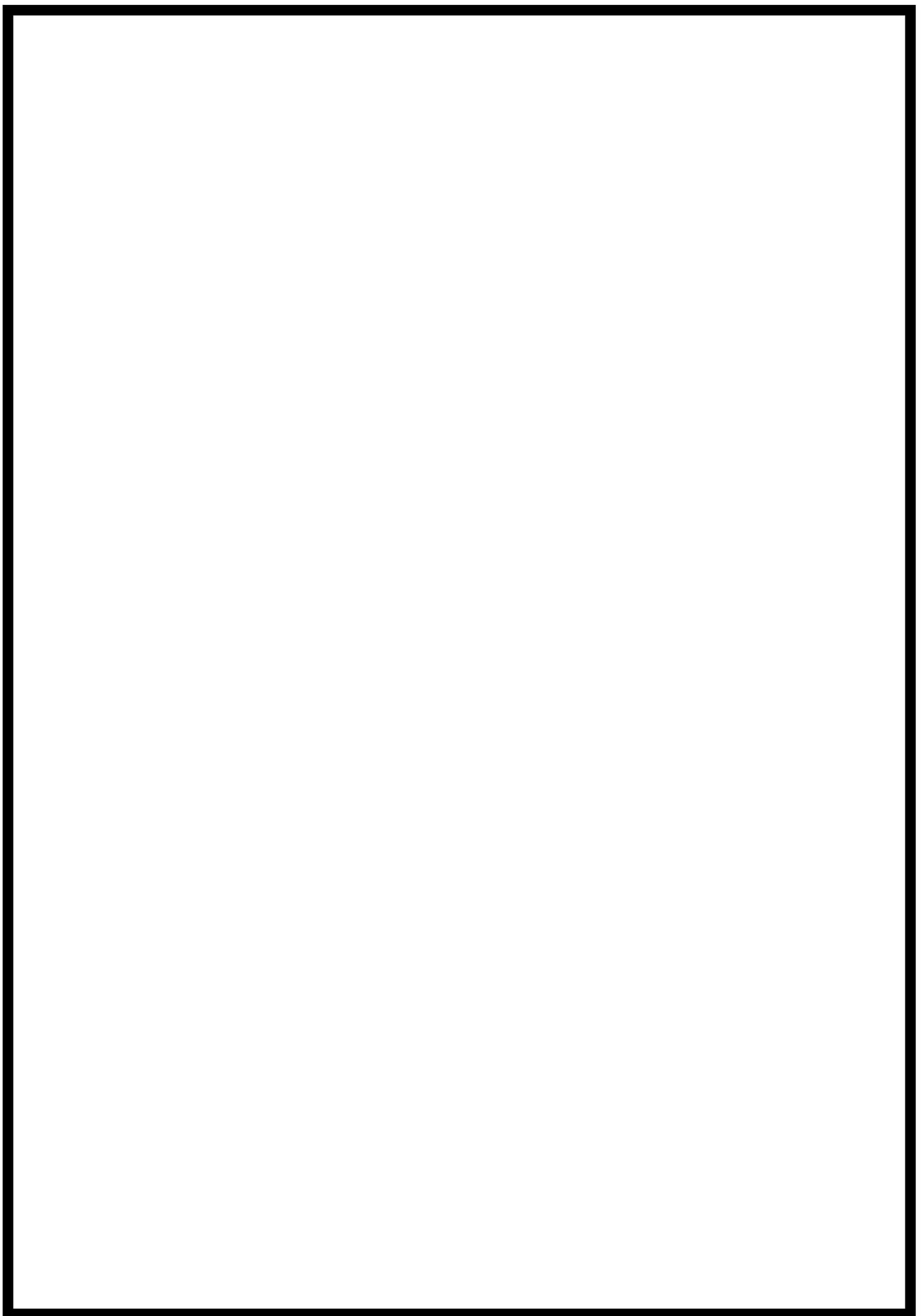
### **Teaching Systems**

#### **GREAT Matrices – Units of Work**

Each of the key settings around the school: the classroom, the office, playgrounds, library, community hall etc has a teaching matrix designed to support or GREAT Way. These explicitly outline the behavioural expectations and deliberate acts of teaching required to reinforce our school-wide expectations. These are to be taught by classroom teachers and reinforced by all staff. Some settings have several matrices to address the different age groups/levels of the students at school.

The teaching of expectations will ideally take place in the setting that relates to that expectation i.e. if you are teaching students how to behave at assembly then take them to the hall so that the lesson is being taught in context.

The following matrices were compiled by the whole staff



# Classroom Matrices

| Classroom – Te Whanau Manu |   |   |   |  |
|----------------------------|---|---|---|--|
| Values                     | Value   | Goals   | What this will look like  | Teaching Points  |
|                            | <b>Growth</b><br>grow by having a go          | <ul style="list-style-type: none"> <li>• Develop goals for yourself</li> <li>• Be resourceful</li> <li>• Actively participate in all aspects of the classroom program</li> </ul>  | <ul style="list-style-type: none"> <li>• Having a go</li> <li>• Risk taking</li> <li>• Making good choices</li> </ul>                           | <ul style="list-style-type: none"> <li>• Practise trying new things</li> <li>• Scaffolding activities and presenting challenges</li> <li>• Next steps</li> <li>• Modelling/role plays</li> </ul>             |
|                            | <b>Respect</b><br>respectful, kind and caring | <ul style="list-style-type: none"> <li>• Be comfortable with who you are</li> <li>• Be kind caring and responsible, (to yourself, others and property.)</li> </ul>  | <ul style="list-style-type: none"> <li>• Caring for each other, the environment, culture, religion, values</li> <li>• Using manners</li> </ul>  | <ul style="list-style-type: none"> <li>• Role modelling/practise</li> <li>• Discussion about manners, practise</li> </ul>  |
|                            | <b>Equality</b><br>everyone is important      | <ul style="list-style-type: none"> <li>• Be responsible members of the classroom</li> </ul>   | <ul style="list-style-type: none"> <li>• Turn taking/sharing</li> <li>• Being patient</li> <li>• Understanding everyone is different</li> </ul> | <ul style="list-style-type: none"> <li>• Routines, rules around equipment</li> <li>• Role play</li> <li>• Teacher modelling</li> <li>• Celebrate the whole person – star of the week, rewards etc</li> </ul> |
|                            | <b>Achievement</b><br>are keen to succeed     | <ul style="list-style-type: none"> <li>• Have a positive attitude towards learning</li> <li>• Be effective users of technology</li> <li>• Develop skills to further your learning</li> <li>• Aim high, stand proud</li> </ul> | <ul style="list-style-type: none"> <li>• Celebrating success</li> <li>• Recognising small steps</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Star of the week, brainy awards, GREAT</li> <li>• Share our work with class/newsletter/assembly</li> <li>• Teach and establish realistic goals</li> </ul>           |
|                            | <b>Trust</b><br>trustworthy and honest        | <ul style="list-style-type: none"> <li>• Be motivated and reliable</li> <li>• Make good choices</li> </ul>  | <ul style="list-style-type: none"> <li>• Independent – pair, group, self/things</li> <li>• Doing the right thing at the right time</li> </ul>   | <ul style="list-style-type: none"> <li>• Teach other matrixes</li> <li>• Regular, purposeful teaching</li> </ul>   |

## Classroom – Te Whanau Ngahere

| Classroom – Te Whanau Ngahere |  |   |  |   |
|-------------------------------|--|---|--|---|
| Values                        | Value  | Goals   | What this will look like   | Teaching Points   |
|                               | <p><b>Growth</b></p> <p>grow by having a go</p>          | <ul style="list-style-type: none"> <li>• Develop goals for yourself</li> <li>• Be resourceful</li> <li>• Actively participate in all aspects of the classroom program</li> </ul>  | <ul style="list-style-type: none"> <li>• I give everything a go.</li> <li>• I always try my best.</li> <li>• I try something new.</li> </ul>   | <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Rewarding efforts</li> <li>• Discussing feelings</li> <li>• Examples</li> </ul>                                       |
|                               | <p><b>Respect</b></p> <p>respectful, kind and caring</p> | <ul style="list-style-type: none"> <li>• Be comfortable with who you are</li> <li>• Be kind caring and responsible, (to yourself, others and property.)</li> </ul>  | <ul style="list-style-type: none"> <li>• I use my manners</li> <li>• I do what I am asked</li> <li>• I can be a good role model</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify manners</li> <li>• Role plays</li> <li>• Examples</li> </ul>  |
|                               | <p><b>Equality</b></p> <p>everyone is important</p>      | <ul style="list-style-type: none"> <li>• Be responsible members of the classroom</li> </ul>   | <ul style="list-style-type: none"> <li>• I encourage other children</li> <li>• I help others who need it</li> <li>• I understand differences</li> </ul>                              | <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Giving positive feedback</li> <li>• Social learning – books, You tube, examples</li> </ul>                            |
|                               | <p><b>Achievement</b></p> <p>are keen to succeed</p>     | <ul style="list-style-type: none"> <li>• Have a positive attitude towards learning</li> <li>• Be effective users of technology</li> <li>• Develop skills to further your learning</li> <li>• Aim high, stand proud</li> </ul> | <ul style="list-style-type: none"> <li>• I practise my skills.</li> <li>• I volunteer for leadership roles/other roles</li> <li>• I know what my next learning steps are.</li> </ul> | <ul style="list-style-type: none"> <li>• Celebrating successes</li> <li>• Giving feedback to feed-forward</li> <li>• Set goals – personal examples</li> </ul>                       |
|                               | <p><b>Trust</b></p> <p>trustworthy and honest</p>        | <ul style="list-style-type: none"> <li>• Be motivated and reliable</li> <li>• Make good choices</li> </ul>  | <ul style="list-style-type: none"> <li>• I do jobs sensibly and reliably</li> <li>• I tell the truth</li> <li>• I tell the WHOLE story</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Teach how to do the jobs – break it down</li> <li>• Reward truth telling</li> <li>• Social learning – books, you tube, examples</li> </ul> |

### Classroom – Te Whanau Maunga

|        | Value   | Goals   | What this will look like   | Teaching Points  |
|--------|---|---|--|--|
| Values | <b>Growth</b><br><br>grow by having a go          | <ul style="list-style-type: none"> <li>• Develop goals for yourself</li> <li>• Be resourceful</li> <li>• Actively participate in all aspects of the classroom program</li> </ul>  | <ul style="list-style-type: none"> <li>• Try new things</li> <li>• Take risks</li> <li>• Use initiative</li> </ul>   | <ul style="list-style-type: none"> <li>• Share leadership roles</li> <li>• Modelling Tuakana/Teina</li> <li>• Reinforcing children who are doing it</li> </ul>       |
|        | <b>Respect</b><br><br>respectful, kind and caring | <ul style="list-style-type: none"> <li>• Be comfortable with who you are</li> <li>• Be kind caring and responsible, (to yourself, others and property.)</li> </ul>  | <ul style="list-style-type: none"> <li>• Not sitting on tables, shoes/hats off</li> <li>• Stopping for karakia</li> <li>• Keeping hands to self</li> <li>• Speaking in turn</li> </ul> | <ul style="list-style-type: none"> <li>• Setting expectations/telling</li> <li>• Tikanga</li> <li>• Encourage/acknowledging</li> </ul>                               |
|        | <b>Equality</b><br><br>everyone is important      | <ul style="list-style-type: none"> <li>• Be responsible members of the classroom</li> </ul>   | <ul style="list-style-type: none"> <li>• Awhi others</li> <li>• Listen to others</li> <li>• Helping/modelling appropriate behaviour</li> </ul>   | <ul style="list-style-type: none"> <li>• Teacher modelling</li> <li>• Role play</li> </ul>   |
|        | <b>Achievement</b><br><br>are keen to succeed     | <ul style="list-style-type: none"> <li>• Have a positive attitude towards learning</li> <li>• Be effective users of technology</li> <li>• Develop skills to further your learning</li> <li>• Aim high, stand proud</li> </ul> | <ul style="list-style-type: none"> <li>• Share our experiences</li> <li>• Finish work</li> <li>• Be organised and ready to work</li> </ul>   | <ul style="list-style-type: none"> <li>• Star of the week, great work wall</li> <li>• Boast wall</li> <li>• Tutu corner</li> <li>• Making work achievable</li> </ul> |
|        | <b>Trust</b><br><br>trustworthy and honest        | <ul style="list-style-type: none"> <li>• Be motivated and reliable</li> <li>• Make good choices</li> </ul>  | <ul style="list-style-type: none"> <li>• Tell the truth</li> <li>• Do the right thing all the time, even when no one is looking</li> </ul>   | <ul style="list-style-type: none"> <li>• Provide intrinsic rewards to give children that good feeling</li> </ul>   |

## Classroom – Te Whanau Wai

| Value  | Goals   | What this will look like  | Teaching Points  |
|--|---|---|--|
| <p><b>Growth</b></p> <p>grow by having a go</p>          | <ul style="list-style-type: none"> <li>• Develop goals for yourself</li> <li>• Be resourceful</li> <li>• Actively participate in all aspects of the classroom program</li> </ul>  | <ul style="list-style-type: none"> <li>• Participate in activities and discussions</li> <li>• Take risks – have a go with challenging tasks, try first before asking for help, be prepared to make a mistake.</li> </ul>  | <ul style="list-style-type: none"> <li>• Give choices using a mixture of levels easy to difficult.</li> <li>• Praise attempts</li> </ul>   |
| <p><b>Respect</b></p> <p>respectful, kind and caring</p> | <ul style="list-style-type: none"> <li>• Be comfortable with who you are</li> <li>• Be kind caring and responsible, (to yourself, others and property.)</li> </ul>  | <ul style="list-style-type: none"> <li>• Use manners</li> <li>• Care for school environment, class and personal property/equipment.</li> </ul>  | <ul style="list-style-type: none"> <li>• Role play</li> <li>• Modelling</li> <li>• Library books</li> <li>• Affirmations</li> <li>• Notice when children are doing the right thing and bring it to the attention of others.</li> </ul> |
| <p><b>Equality</b></p> <p>everyone is important</p>      | <ul style="list-style-type: none"> <li>• Be responsible members of the classroom</li> </ul>   | <ul style="list-style-type: none"> <li>• Encourage others</li> <li>• Include others</li> <li>• Understand that everyone’s needs are different.</li> <li>• Reciprocal – Teacher/student</li> <li>• Understand people’s emotions and feelings.</li> <li>• Empathy for individuals/people with special needs.</li> </ul> | <ul style="list-style-type: none"> <li>• Share strengths.</li> <li>• Talk about special needs in a sensitive manner</li> </ul>   |
| <p><b>Achievement</b></p> <p>are keen to succeed</p>     | <ul style="list-style-type: none"> <li>• Have a positive attitude towards learning</li> <li>• Be effective users of technology</li> <li>• Develop skills to further your learning</li> <li>• Aim high, stand proud</li> </ul> | <ul style="list-style-type: none"> <li>• Set goals – keep them in sight. Work towards them, revisit, assess (self).</li> <li>• Explain thinking. Justify.</li> <li>• Give feedback – where they’ve come from/where they are now/next step in learning.</li> </ul>   | <ul style="list-style-type: none"> <li>• Teach children how to set relevant achievable goals.</li> <li>• Model, practise, explain.</li> </ul>  |
| <p><b>Trust</b></p> <p>trustworthy and honest</p>        | <ul style="list-style-type: none"> <li>• Be motivated and reliable</li> <li>• Make good choices</li> </ul>  | <ul style="list-style-type: none"> <li>• Honesty – know the importance</li> <li>• Apologise – mean it, understand why. For intentional as well as accidental.</li> <li>• Self-reflections – What did I do? What could I do differently next time?</li> </ul>  |  |

# Playground Matrices

## Playground - Junior

|        | Value   | Goals   | What this will look like  | Teaching Points   |
|--------|---|---|---|---|
| Values | <b>Growth</b><br>grow by having a go          | <ul style="list-style-type: none"> <li>Try new games and equipment</li> <li>Manage your own behaviour, seek help if you need it</li> </ul>  | <ul style="list-style-type: none"> <li>I have a go</li> <li>I am doing something</li> <li>I can solve problems myself</li> <li>I can walk away, stand up for myself</li> <li>I seek help from the duty teacher</li> </ul> | <ul style="list-style-type: none"> <li>List examples of things they could play</li> <li>Teach social strategies – ignoring, walking away</li> </ul>                               |
|        | <b>Respect</b><br>respectful, kind and caring | <ul style="list-style-type: none"> <li>Respect yourself</li> <li>Respect others e.g. neighbours, staff, visitors and peers</li> <li>Respect property e.g. building, equipment, and grounds</li> </ul> | <ul style="list-style-type: none"> <li>I play nicely and sensibly</li> </ul>  | <ul style="list-style-type: none"> <li>Teach, role play</li> </ul>  |
|        | <b>Equality</b><br>everyone is important      | <ul style="list-style-type: none"> <li>Include others in your play</li> <li>Share equipment and take turns</li> <li>Play fair</li> </ul>  | <ul style="list-style-type: none"> <li>I play with others nicely</li> <li>I share equipment</li> <li>I take turns fairly</li> </ul>   | <ul style="list-style-type: none"> <li>Discuss what ‘fair turns’ means and role play</li> </ul>   |
|        | <b>Achievement</b><br>are keen to succeed     | <ul style="list-style-type: none"> <li>Be a positive role model</li> <li>Manage yourself</li> </ul>   | <ul style="list-style-type: none"> <li>I follow the rules</li> <li>I take responsibility and make good choices</li> </ul>   | <ul style="list-style-type: none"> <li>Explain/discuss/teach continually</li> <li>Role model, discuss</li> </ul>  |
|        | <b>Trust</b><br>trustworthy and honest        | <ul style="list-style-type: none"> <li>Return to class promptly</li> <li>Return equipment to where it belongs</li> <li>Follow school routines</li> </ul>  | <ul style="list-style-type: none"> <li>I go to class as soon as bell rings.</li> <li>I put equipment away in the correct place</li> </ul>   | <ul style="list-style-type: none"> <li>Show children where equipment belongs</li> <li>Practise going back to class quickly.</li> <li>Discuss rules, revise continually</li> </ul> |

## Playground - Middle

| Value   | Goals   | What this will look like   | Teaching Points  |
|---|---|--|--|
| <b>Growth</b><br>grow by having a go          | <ul style="list-style-type: none"> <li>Try new games and equipment</li> <li>Manage your own behaviour, seek help if you need it</li> </ul>  | <ul style="list-style-type: none"> <li>I use the equipment successfully</li> <li>I gain confidence from using the equipment</li> <li>I report to the duty teacher when an incident occurs</li> </ul>   | <ul style="list-style-type: none"> <li>Take the children to the playground to show them how to use the playground properly</li> <li>Remind children to tell the children to see the duty teacher immediately (not when they go back to class)</li> </ul>   |
| <b>Respect</b><br>respectful, kind and caring | <ul style="list-style-type: none"> <li>Respect yourself</li> <li>Respect others e.g. neighbours, staff, visitors and peers</li> <li>Respect property e.g. building, equipment, and grounds</li> </ul> | <ul style="list-style-type: none"> <li>I use my manners</li> <li>I take turns and share</li> <li>I use equipment properly</li> <li>I report to the duty teacher promptly when requested (ie do not run away)</li> <li>I treat the equipment properly</li> <li>I return to the classroom immediately when the bell rings</li> </ul> | <ul style="list-style-type: none"> <li>Role playing manners in the classroom</li> <li>Direct and reward appropriate behaviour when it is displayed</li> <li>Discuss in class when it is appropriate to locate the duty teacher</li> </ul>  |
| <b>Equality</b><br>everyone is important      | <ul style="list-style-type: none"> <li>Include others in your play</li> <li>Share equipment and take turns</li> <li>Play fair</li> </ul>  | <ul style="list-style-type: none"> <li>I consider others abilities (ie. special needs children)</li> <li>I encourage others</li> <li>I take turns and share</li> </ul>   | <ul style="list-style-type: none"> <li>During PE times encouraging fair play</li> <li>Modelling equality</li> <li>Role playing in classroom</li> <li>Teaching children inclusive behaviours and ways to adapt ;their games</li> </ul>  |
| <b>Achievement</b><br>are keen to succeed     | <ul style="list-style-type: none"> <li>Be a positive role model</li> <li>Manage yourself</li> </ul>   | <ul style="list-style-type: none"> <li>I acknowledge others achievements</li> <li>I use sensible and reliable senior students to role model acceptable playground behaviours</li> <li>I take responsibility for my own belongings (e.g. sweatshirts)</li> </ul>  | <ul style="list-style-type: none"> <li>Class to discuss how to encourage others and teacher to role model</li> <li>Choose older students to role model to younger students</li> <li>Ensure sweatshirts are named</li> </ul>  |
| <b>Trust</b><br>trustworthy and honest        | <ul style="list-style-type: none"> <li>Return to class promptly</li> <li>Return equipment to where it belongs</li> <li>Follow school routines</li> </ul>  | <ul style="list-style-type: none"> <li>I return to class immediately when the bell rings</li> <li>I look after, tidy up or put away any sporting gear left in the playground</li> <li>I use the toilet and have a drink before the bell rings</li> </ul>   | <ul style="list-style-type: none"> <li>As a class discuss what should happen when the bell rings</li> <li>Reward/praise children doing the right thing</li> <li>Teacher to remind children to use the toilet and have a drink</li> <li>Teacher taking sport groups finish early and remind children to use toilets and drinking fountains</li> </ul> |

## Playground - Senior

| Playground - Senior |  |   |  |   |
|---------------------|--|---|--|---|
| Values              | Value  | Goals   | What this will look like   | Teaching Points   |
|                     | <p style="text-align: center;"><b>Growth</b></p> <p>grow by having a go</p>          | <ul style="list-style-type: none"> <li>• Try new games and equipment</li> <li>• Manage your own behaviour, seek help if you need it</li> </ul>  | <ul style="list-style-type: none"> <li>• I will practise new activities</li> <li>• I will walk away to collect my thoughts, calm down</li> <li>• I will play with equipment sensibly</li> <li>• I will be able to communicate my feelings and thoughts</li> </ul>  | <ul style="list-style-type: none"> <li>• Showing children how to use equipment</li> <li>• Modelling/discussing/role playing situations and scenarios</li> </ul> |
|                     | <p style="text-align: center;"><b>Respect</b></p> <p>respectful, kind and caring</p> | <ul style="list-style-type: none"> <li>• Respect yourself</li> <li>• Respect others e.g. neighbours, staff, visitors and peers</li> <li>• Respect property e.g. building, equipment, and grounds</li> </ul> | <ul style="list-style-type: none"> <li>• I will look after the equipment</li> <li>• I will let a staff member know if I have to leave the school grounds</li> <li>• I will ask before I use someone else's things</li> <li>• I will use equipment for the right purpose</li> <li>• I will think about how others might feel</li> </ul> | <ul style="list-style-type: none"> <li>• Modelling/discussing/role playing situations and scenarios</li> </ul>  |
|                     | <p style="text-align: center;"><b>Equality</b></p> <p>everyone is important</p>      | <ul style="list-style-type: none"> <li>• Include others in your play</li> <li>• Share equipment and take turns</li> <li>• Play fair</li> </ul>  | <ul style="list-style-type: none"> <li>• Involving everyone</li> <li>• Sharing</li> <li>• Team work, taking turns</li> <li>• I will play games using the right rules</li> </ul>  | <ul style="list-style-type: none"> <li>• Modelling/discussing/role playing situations and scenarios</li> </ul>  |
|                     | <p style="text-align: center;"><b>Achievement</b></p> <p>are keen to succeed</p>     | <ul style="list-style-type: none"> <li>• Be a positive role model</li> <li>• Manage yourself</li> </ul>   | <ul style="list-style-type: none"> <li>• I will think about how others might feel</li> <li>• I will use my initiative</li> <li>• I will make good decisions</li> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• Modelling/discussing/role playing situations and scenarios</li> </ul>  |
|                     | <p style="text-align: center;"><b>Trust</b></p> <p>trustworthy and honest</p>        | <ul style="list-style-type: none"> <li>• Return to class promptly</li> <li>• Return equipment to where it belongs</li> <li>• Follow school routines</li> </ul>  | <ul style="list-style-type: none"> <li>• I will be on time</li> <li>• I will come straight back to class</li> <li>• I will put things back where I got them from</li> </ul>  | <ul style="list-style-type: none"> <li>• Class and school wide rules</li> <li>• BEING CONSISTANT</li> </ul>   |

# Entry and Exit

## Entry and exit to school - Junior

|        | Value   | Goals   | What this will look like   | Teaching Points   |
|--------|---|---|--|---|
| Values | <b>Growth</b><br>grow by having a go          | <ul style="list-style-type: none"> <li>Carry your own belongings to and from school</li> <li>Use correct entry and exit</li> <li>Help others to follow school rules and stay safe.</li> </ul>             | <ul style="list-style-type: none"> <li>I carry my own bag</li> <li>I walk in the front or side gates</li> <li>I remind my parents and others of what entry/exit to use</li> </ul>                        | <ul style="list-style-type: none"> <li>Remind children</li> <li>Show correct exits/entries</li> </ul>   |
|        | <b>Respect</b><br>respectful, kind and caring | <ul style="list-style-type: none"> <li>Respect yourself e.g. stay safe</li> <li>Respect others e.g. road patrol, staff, bus monitors</li> <li>Respect property e.g. signs, fences and pathways</li> </ul> | <ul style="list-style-type: none"> <li>I use the road crossing</li> <li>I talk nicely to helpers and be polite</li> <li>I walk correctly on paths and do not jump over or sit on fences/signs</li> </ul> | <ul style="list-style-type: none"> <li>Teach children how to cross road. Use road patrollers.</li> <li>Explicit teaching and modelling using role plays – what to do/what not to do</li> </ul>  |
|        | <b>Equality</b><br>everyone is important      | <ul style="list-style-type: none"> <li>Use manners</li> <li>Be courteous to everyone</li> </ul>   | <ul style="list-style-type: none"> <li>I use please, thank you and excuse me.</li> <li>I pen doors for adults.</li> <li>I answer questions</li> <li>I say hello to adults and children</li> </ul>        | <ul style="list-style-type: none"> <li>Modelling and role plays</li> <li>Teachers being good role models.</li> </ul>  |
|        | <b>Achievement</b><br>are keen to succeed     | <ul style="list-style-type: none"> <li>Be punctual</li> <li>Be prepared</li> <li>Be presentable</li> </ul>  | <ul style="list-style-type: none"> <li>I wear correct uniform</li> <li>I am on time.</li> </ul>  | <ul style="list-style-type: none"> <li>Enforcing correct wearing of uniform – no tops/pants underneath etc</li> </ul>   |
|        | <b>Trust</b><br>trustworthy and honest        | <ul style="list-style-type: none"> <li>Use pedestrian crossing</li> <li>Arrive on time and go straight to class. Leave on time and go straight home</li> </ul>  | <ul style="list-style-type: none"> <li>I use the pedestrian crossing correctly</li> <li>I go straight home after school</li> <li>I wait for my parents in the correct places</li> </ul>                  | <ul style="list-style-type: none"> <li>Get road patrollers to show how to cross.</li> <li>Tell/show children where to wait.</li> <li>Newsletter to parents reminding them of points.</li> </ul> |

## Entry and exit to school - Middle

|               | Value  | Goals   | What this will look like  | Teaching Points  |
|---------------|--|---|---|--|
| <b>Values</b> | <p><b>Growth</b></p> <p>grow by having a go</p>          | <ul style="list-style-type: none"> <li>Carry your own belongings to and from school</li> <li>Use correct entry and exit</li> <li>Help others to follow school rules and stay safe.</li> </ul>             | <ul style="list-style-type: none"> <li>I carry my own items</li> <li>I ensure my bag is zipped</li> <li>I use the crossing and correct entry and exits points</li> </ul>  | <ul style="list-style-type: none"> <li>Telling and reminding children the correct procedures</li> </ul>  |
|               | <p><b>Respect</b></p> <p>respectful, kind and caring</p> | <ul style="list-style-type: none"> <li>Respect yourself e.g. stay safe</li> <li>Respect others e.g. road patrol, staff, bus monitors</li> <li>Respect property e.g. signs, fences and pathways</li> </ul> | <ul style="list-style-type: none"> <li>I walk sensibly on the foot paths</li> <li>I keep my hands to myself when entering and exiting the school</li> <li>I keep entry and exit points clear</li> <li>I use my manners (greetings, letting others go first),</li> <li>I use the school road crossing</li> </ul> | <ul style="list-style-type: none"> <li>Role playing using manners in class</li> <li>Practising sensible walking on footpaths as a class</li> <li>Rewarding students for correct behaviour</li> <li>Using teacher dialogue as the children walk over to assembly to guide correct behaviour</li> </ul>                          |
|               | <p><b>Equality</b></p> <p>everyone is important</p>      | <ul style="list-style-type: none"> <li>Use manners</li> <li>Be courteous to everyone</li> </ul>   | <ul style="list-style-type: none"> <li>See above in 'respect'</li> </ul>  | <ul style="list-style-type: none"> <li>See above in respect</li> </ul>   |
|               | <p><b>Achievement</b></p> <p>are keen to succeed</p>     | <ul style="list-style-type: none"> <li>Be punctual</li> <li>Be prepared</li> <li>Be presentable</li> </ul>  | <ul style="list-style-type: none"> <li>I arrive at school before the bell rings</li> <li>I am in class before the bell goes</li> <li>I wear a clean and correct uniform</li> <li>I have the appropriate stationery</li> <li>I have a clean body (odour) and fingernails</li> </ul>                              | <ul style="list-style-type: none"> <li>Classroom teacher to have time table on white board</li> <li>Encouraging children that are doing the right thing</li> <li>Teacher to model punctuality</li> <li>Provide fingernail clippers for children</li> <li>Teacher to teach children to hand wash clothing</li> </ul>            |
|               | <p><b>Trust</b></p> <p>trustworthy and honest</p>        | <ul style="list-style-type: none"> <li>Use pedestrian crossing</li> <li>Arrive on time and go straight to class. Leave on time and go straight home</li> </ul>  | <ul style="list-style-type: none"> <li>I walk sensibly on the foot paths</li> <li>I keep my hands to myself when entering and exiting the school</li> <li>I use the school road crossing</li> <li>I arrive at school after the first bus</li> <li>I leave school promptly and go home</li> </ul>                | <ul style="list-style-type: none"> <li>Teaching road safety (Ruben the Road Safety Bear)</li> <li>Modelling correct procedures for crossing the road</li> <li>Teachers be proactive while on bus duty</li> <li>Reminder in Kidzone</li> <li>Establish 'Never Ever..' sayings (e.g. Never, ever run across the road)</li> </ul> |

## Entry and exit to school - Senior

|        | Value  | Goals   | What this will look like  | Teaching Points   |
|--------|--|---|---|---|
| Values | <p><b>Growth</b></p> <p>grow by having a go</p>          | <ul style="list-style-type: none"> <li>Carry your own belongings to and from school</li> <li>Use correct entry and exit</li> <li>Help others to follow school rules and stay safe.</li> </ul>             | <ul style="list-style-type: none"> <li>Students and parents will cross the road using the pedestrian crossing</li> <li>I will use the correct entry to school, not jump over the fence.</li> <li>I remind students and parents to use the crossing.</li> </ul>                            | <ul style="list-style-type: none"> <li>Road Safety (Ruben the road safety bear)</li> </ul>                        |
|        | <p><b>Respect</b></p> <p>respectful, kind and caring</p> | <ul style="list-style-type: none"> <li>Respect yourself e.g. stay safe</li> <li>Respect others e.g. road patrol, staff, bus monitors</li> <li>Respect property e.g. signs, fences and pathways</li> </ul> | <ul style="list-style-type: none"> <li>I will listen to the road patrollers and the teacher on duty</li> <li>I will use equipment in the correct way and correct area (kicking and bouncing balls)</li> </ul>   | <ul style="list-style-type: none"> <li>Making and knowing rules in appropriate areas-across the school</li> </ul> |
|        | <p><b>Equality</b></p> <p>everyone is important</p>      | <ul style="list-style-type: none"> <li>Use manners</li> <li>Be courteous to everyone</li> </ul>   | <ul style="list-style-type: none"> <li>I will say good morning and good bye to the teacher on duty</li> </ul>   | <ul style="list-style-type: none"> <li>Showing respect, what does it look like, sound like, feel like</li> </ul>  |
|        | <p><b>Achievement</b></p> <p>are keen to succeed</p>     | <ul style="list-style-type: none"> <li>Be punctual</li> <li>Be prepared</li> <li>Be presentable</li> </ul>  | <ul style="list-style-type: none"> <li>I will arrive on time</li> <li>Staying till the end of the duty</li> <li>I will have the right equipment and people</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>  |
|        | <p><b>Trust</b></p> <p>trustworthy and honest</p>        | <ul style="list-style-type: none"> <li>Use pedestrian crossing</li> <li>Arrive on time and go straight to class. Leave on time and go straight home</li> </ul>  | <ul style="list-style-type: none"> <li>Students and parents will cross the road using the pedestrian crossing</li> <li>Children will put away their bags when they arrive at school</li> <li>I will not hang around, I will go home and get changed out of your school uniform</li> </ul> | <ul style="list-style-type: none"> <li>Stranger Danger</li> <li>Roles and responsibilities of the law</li> </ul>  |

# Library Matrices

## Library and ICT – Junior/Middle

|        | Value   | Goals   | What this will look like   | Teaching Points   |
|--------|---|---|--|---|
| Values | <b>Growth</b><br>grow by having a go          | <ul style="list-style-type: none"> <li>• Use the library independently</li> <li>• Take on roles and responsibilities</li> </ul>   | <ul style="list-style-type: none"> <li>• I choose a book myself</li> <li>• I visit the library at break times</li> <li>• I have been the class librarian</li> </ul>  | <ul style="list-style-type: none"> <li>• How to choose a book and where to get it from</li> <li>• Set expectations of job eg. taking books to/from library</li> </ul> |
|        | <b>Respect</b><br>respectful, kind and caring | <ul style="list-style-type: none"> <li>• Respect self</li> <li>• Respect others e.g. walk, whisper and work</li> <li>• Respect school property e.g. Enter and exit appropriately, look after books and equipment</li> </ul> | <ul style="list-style-type: none"> <li>• I handle books with care</li> <li>• I use a quiet voice</li> <li>• I enter quietly and greet the librarian</li> <li>• I take my shoes off and put them on the rack</li> </ul> | <ul style="list-style-type: none"> <li>• How to handle a book, eg. page turning, no food/drink</li> <li>• Set and discuss, reinforce library rules</li> </ul>         |
|        | <b>Equality</b><br>everyone is important      | <ul style="list-style-type: none"> <li>• Use your manners</li> <li>• Share resources</li> <li>• Be kind and helpful towards each other</li> </ul>   | <ul style="list-style-type: none"> <li>• I say please, thank you, excuse me</li> <li>• I share books, puzzles etc with others</li> <li>• I follow class rules</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrate expectations</li> <li>• Teach buddy skills</li> <li>• Reciprocation of rules</li> </ul>                          |
|        | <b>Achievement</b><br>are keen to succeed     | <ul style="list-style-type: none"> <li>• Issue and return books regularly and on time</li> </ul>  | <ul style="list-style-type: none"> <li>• I bring books back on library day safely</li> <li>• If I am class librarian I make sure I have all the books</li> </ul>   | <ul style="list-style-type: none"> <li>• Teaching routines eg. how to put in book bag, into bag etc</li> <li>• Demonstrate/show</li> </ul>                            |
|        | <b>Trust</b><br>trustworthy and honest        | <ul style="list-style-type: none"> <li>• Use the library sensibly and appropriately</li> <li>• Use the technology appropriately</li> <li>• Seek help if you need it</li> </ul>  | <ul style="list-style-type: none"> <li>• I follow the library rules</li> <li>• I ask an adult for assistance</li> </ul>  | <ul style="list-style-type: none"> <li>• Rules set and explained</li> </ul>   |

## Library and ICT - Senior

|        | Value   | Goals   | What this will look like  | Teaching Points  |
|--------|---|---|---|--|
| Values | <b>Growth</b><br><br>grow by having a go          | <ul style="list-style-type: none"> <li>• Use the library independently</li> <li>• Take on roles and responsibilities</li> </ul>   | <ul style="list-style-type: none"> <li>• I will know how to access the library equipment and resources</li> <li>• I can be a librarian</li> <li>• I know how to select appropriate books and resources</li> </ul>   | <ul style="list-style-type: none"> <li>• Modelling and discussing</li> <li>• Following the library plan in your literacy books</li> <li>• Using the librarian</li> </ul> |
|        | <b>Respect</b><br><br>respectful, kind and caring | <ul style="list-style-type: none"> <li>• Respect self</li> <li>• Respect others e.g. walk, whisper and work</li> <li>• Respect school property e.g. Enter and exit appropriately, look after books and equipment</li> </ul> | <ul style="list-style-type: none"> <li>• I treat the books correctly, knowing how to turn pages, care for the books</li> <li>• I know what to do with broken books</li> <li>• I will have a calm working tone</li> <li>• I will use the librarian</li> </ul>  | <ul style="list-style-type: none"> <li>• Discussion, modelling, role play about library etiquette</li> </ul>   |
|        | <b>Equality</b><br><br>everyone is important      | <ul style="list-style-type: none"> <li>• Use your manners</li> <li>• Share resources</li> <li>• Be kind and helpful towards each other</li> </ul>   | <ul style="list-style-type: none"> <li>• I will say hello, thank you and good bye to the librarian</li> <li>• I will help others find books, give help where it's needed</li> <li>• I will not get an invoice bill</li> <li>• I will try to win the library award (keeping a list of who has won the award)</li> </ul>    | <ul style="list-style-type: none"> <li>• Discussion, modelling, role play about library etiquette</li> </ul>   |
|        | <b>Achievement</b><br><br>are keen to succeed     | <ul style="list-style-type: none"> <li>• Issue and return books regularly and on time</li> </ul>  | <ul style="list-style-type: none"> <li>• I will try to not get an invoice bill</li> <li>• I will return my books before I go to the library</li> <li>• I will enter and exit quietly</li> </ul>   |  |
|        | <b>Trust</b><br><br>trustworthy and honest        | <ul style="list-style-type: none"> <li>• Use the library sensibly and appropriately</li> <li>• Use the technology appropriately</li> <li>• Seek help if you need it</li> </ul>  | <ul style="list-style-type: none"> <li>• I will treating the books correctly, knowing how to turn pages, care for the books</li> <li>• I will keep all areas tidy</li> <li>• I will shut down the computers</li> <li>• I will turn off the screen if I have inappropriate material showing and get the teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Cyber Safety</li> </ul>   |

# Assembly Matrices

## Assembly - Junior

| Assembly - Junior                             |  |   |   |
|---|--|---|---|
| Value   | Goals  | What this will look like  | Teaching Points   |
| <b>Growth</b><br>grow by having a go          | <ul style="list-style-type: none"> <li>• Taking an active part in assembly</li> <li>• Showing initiative</li> <li>• Be prepared, practised and presentable</li> </ul>  | <ul style="list-style-type: none"> <li>• I use the microphone confidently</li> <li>• I help others if needed</li> <li>• I know my part</li> <li>• I use cue cards</li> </ul>                          | <ul style="list-style-type: none"> <li>• Show the children how to use the microphone correctly.</li> <li>• Practise speaking slowly and clearly.</li> <li>• Using cue cards effectively</li> </ul>  |
| <b>Respect</b><br>respectful, kind and caring | <ul style="list-style-type: none"> <li>• Be a great audience<br/>Listen<br/>Look<br/>Learn</li> <li>• Clapping appropriately</li> <li>• Moving to, at and from assembly with care and respect</li> </ul>         | <ul style="list-style-type: none"> <li>• I look at the speaker</li> <li>• I clap sensibly and at the right time.</li> <li>• I sit still</li> <li>• I stay seated, eg. to go to the toilet.</li> </ul> | <ul style="list-style-type: none"> <li>• Asking before assembly “Do we need to go to the toilet ...?”</li> <li>• Modelling how we sit.</li> <li>• Practising “quiet feet” when entering the hall.</li> <li>• Reminding children of appropriate behaviours.</li> </ul> |
| <b>Equality</b><br>everyone is important      | <ul style="list-style-type: none"> <li>• Respect inclusiveness, i.e. Te reo, sign language and abilities.</li> <li>• Applaud for all achievements</li> </ul>   | <ul style="list-style-type: none"> <li>• I have a go at sign language</li> <li>• I clap when someone gets an award</li> <li>• I help children with special needs</li> </ul>                           | <ul style="list-style-type: none"> <li>• Practise sign eg. National Anthem.</li> <li>• Talking about what respect sounds like, looks like etc.</li> </ul>   |
| <b>Achievement</b><br>are keen to succeed     | <ul style="list-style-type: none"> <li>• Be proud to receive recognition</li> <li>• Use correct language</li> <li>• Speaking clearly</li> </ul>  | <ul style="list-style-type: none"> <li>• My head is up and I have a smile on my face.</li> <li>• I speak correctly</li> <li>• I use the correct hand for shaking</li> </ul>                           | <ul style="list-style-type: none"> <li>• Practise hand shaking (role plays)</li> </ul>  |
| <b>Trust</b><br>trustworthy and honest        | <ul style="list-style-type: none"> <li>• Take responsibility for belongings</li> <li>• Trust to do the right thing, with/without the class teacher</li> <li>• Take responsibility for assigned roles.</li> </ul> | <ul style="list-style-type: none"> <li>• I leave shoes tidily to one side and remember to collect.</li> </ul>   | <ul style="list-style-type: none"> <li>• Designate an area for our shoes upon entry and wait.</li> </ul>  |

Values

## Assembly - Middle

| Assembly - Middle |   |   |  |  |
|-------------------|---|---|--|--|
|                   | Value   | Goals   | What this will look like   | Teaching Points  |
| Values            | <b>Growth</b><br><br>grow by having a go          | <ul style="list-style-type: none"> <li>• Taking an active part in assembly</li> <li>• Showing initiative</li> <li>• Be prepared, practised and presentable</li> </ul>   | <ul style="list-style-type: none"> <li>• I volunteer for speaking roles</li> <li>• I wear a clean and correct uniform</li> <li>• I put out chairs for the adults and teachers</li> <li>• I take part in singing and jump jam</li> </ul>  | <ul style="list-style-type: none"> <li>• teach children how to present at assembly - speaking clearly, - holding the microphone properly, -standing still</li> <li>• practise assembly on stage</li> <li>• remind students to wear proper uniform</li> <li>• assign assembly roles to all children</li> <li>• give the children their speaking parts for homework</li> </ul> |
|                   | <b>Respect</b><br><br>respectful, kind and caring | <ul style="list-style-type: none"> <li>• Be a great audience<br/>Listen<br/>Look<br/>Learn</li> <li>• Clapping appropriately</li> <li>• Moving to, at and from assembly with care and respect</li> </ul>          | <ul style="list-style-type: none"> <li>• I am quiet when others are speaking</li> <li>• I look at the speaker</li> <li>• I sit still</li> <li>• I respond at appropriate times</li> <li>• I walk quietly in line with my arms folded</li> <li>• I wait for appropriate breaks to go to the toilet</li> </ul> | <ul style="list-style-type: none"> <li>• practise walking to and from a destination</li> <li>• Teach appropriate manners when entering the hall. e.g. giving way to adults</li> <li>• reward children displaying the appropriate behaviour</li> <li>• remind children to go to the toilet prior to assembly</li> <li>•</li> </ul>  |
|                   | <b>Equality</b><br><br>everyone is important      | <ul style="list-style-type: none"> <li>• Respect inclusiveness, i.e. Te reo, sign language and abilities.</li> <li>• Applaud for all achievements</li> </ul>  | <ul style="list-style-type: none"> <li>• I participate in Maori and Sign language</li> <li>• I applaud appropriately at the right time</li> </ul>  | <ul style="list-style-type: none"> <li>• practise Te Reo and sign language in the classroom</li> <li>• tell children to clap appropriately</li> <li>• children will be told not to clap high fives</li> </ul>  |
|                   | <b>Achievement</b><br><br>are keen to succeed     | <ul style="list-style-type: none"> <li>• Be proud to receive recognition</li> <li>• Use correct language</li> <li>• Speaking clearly</li> </ul>   | <ul style="list-style-type: none"> <li>• I stand confidently when receiving awards</li> <li>• I speak with the correct grammar</li> </ul>  | <ul style="list-style-type: none"> <li>• role play in classroom</li> <li>• teacher will role model and correct students when they're wrong</li> </ul>  |
|                   | <b>Trust</b><br><br>trustworthy and honest        | <ul style="list-style-type: none"> <li>• Take responsibility for belongings</li> <li>• Trust to do the right thing, with/ without the class teacher</li> <li>• Take responsibility for assigned roles.</li> </ul> | <ul style="list-style-type: none"> <li>• I place my shoes together against the wall</li> <li>• I have a named sweatshirt and look after my clothing</li> <li>• I listen and respond to classroom buddies</li> </ul>  | <ul style="list-style-type: none"> <li>• Establish a routine of placing shoes in the correct place</li> <li>• teacher to ensure all sweatshirt are named</li> <li>• teacher to support buddies in their roles</li> </ul>   |

## Assembly - Senior

|               | Value   | Goals   | What this will look like  | Teaching Points   |
|---------------|---|---|---|---|
| <b>Values</b> | <b>Growth</b><br><br>grow by having a go          | <ul style="list-style-type: none"> <li>• Taking an active part in assembly</li> <li>• Showing initiative</li> <li>• Be prepared, practised and presentable</li> </ul>   | <ul style="list-style-type: none"> <li>• I can share or will have a talking role</li> <li>• I will have and wear the correct uniform</li> <li>• I will be prepared and know what I am doing</li> <li>• I will get more seats if they are needed</li> <li>• I will be able to sit in the correct area with or without our teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion and Modelling</li> </ul>  |
|               | <b>Respect</b><br><br>respectful, kind and caring | <ul style="list-style-type: none"> <li>• Be a great audience                             <ul style="list-style-type: none"> <li>Listen</li> <li>Look</li> <li>Learn</li> </ul> </li> <li>• Clapping appropriately</li> <li>• Moving to, at and from assembly with care and respect</li> </ul> | <ul style="list-style-type: none"> <li>• I will clap when it is needed</li> <li>• I will look at the speaker</li> <li>• I will sit appropriately, with enough space for my body (not touching others)</li> <li>• I will keep an aisle down the middle of the hall</li> <li>• I will walk in quiet lines to and from the hall</li> </ul>     | <ul style="list-style-type: none"> <li>• Discussion and Modelling</li> <li>• Knowing how and when to clap</li> <li>• Practise walking to and from the hall</li> </ul> |
|               | <b>Equality</b><br><br>everyone is important      | <ul style="list-style-type: none"> <li>• Respect inclusiveness, i.e. Te reo, sign language and abilities.</li> <li>• Applaud for all achievements</li> </ul>  | <ul style="list-style-type: none"> <li>• I will Sign the national anthem and birthday song</li> <li>• I will clap when others get awards</li> </ul>   | <ul style="list-style-type: none"> <li>• Discussion and Modelling</li> <li>• Knowing how and when to clap</li> <li>• Practise sign language</li> </ul>                |
|               | <b>Achievement</b><br><br>are keen to succeed     | <ul style="list-style-type: none"> <li>• Be proud to receive recognition</li> <li>• Use correct language</li> <li>• Speaking clearly</li> </ul>   | <ul style="list-style-type: none"> <li>• I will walk up with a smile</li> <li>• I will shake hands and say thank you</li> <li>• I will not lean on the stage</li> <li>• I will show my award with pride</li> <li>• I will use the microphone</li> <li>• Pronunciation</li> </ul>  | <ul style="list-style-type: none"> <li>• Discussion and Modelling</li> <li>• Practise</li> <li>• Building confidence</li> </ul>                                       |
|               | <b>Trust</b><br><br>trustworthy and honest        | <ul style="list-style-type: none"> <li>• Take responsibility for belongings</li> <li>• Trust to do the right thing, with/ without the class teacher</li> <li>• Take responsibility for assigned roles.</li> </ul>   | <ul style="list-style-type: none"> <li>• I will welcome and thank guest speakers</li> <li>• I will put my shoes against the wall</li> <li>• I will put out the seats and set up the hall in the morning</li> </ul>  | <ul style="list-style-type: none"> <li>• Discussion and Modelling</li> <li>• Practise</li> </ul>  |

# Toilet Matrices

## Toilets - Junior

|        | Value   | Goals  | What this will look like  | Teaching Points  |
|--------|---|--|---|--|
| Values | <b>Growth</b><br>grow by having a go          | <ul style="list-style-type: none"> <li>• Be responsible for your own needs</li> <li>• Let someone know if there is a problem</li> </ul>                              | <ul style="list-style-type: none"> <li>• I go to the toilet at break times</li> <li>• I tell the teacher if I wet or soil my pants</li> </ul> | <ul style="list-style-type: none"> <li>• Remind/tell children to go to toilet at break times.</li> </ul>                                       |
|        | <b>Respect</b><br>respectful, kind and caring | <ul style="list-style-type: none"> <li>• Use the facility quietly and appropriately</li> <li>• Keep it clean and tidy</li> <li>• Respect people's privacy</li> </ul> | <ul style="list-style-type: none"> <li>• I use a quiet voice</li> <li>• I keep the door closed</li> </ul>                                     |  |
|        | <b>Equality</b><br>everyone is important      | <ul style="list-style-type: none"> <li>• Take turns and wait patiently</li> <li>• Be appreciative of those who clean up after you</li> </ul>                         | <ul style="list-style-type: none"> <li>• I wait patiently if the toilet is being used</li> <li>• I use toilet paper sensibly</li> </ul>       | <ul style="list-style-type: none"> <li>• Discuss what we do if the toilets are all busy</li> <li>• Discuss what cleaners have to do</li> </ul> |
|        | <b>Achievement</b><br>are keen to succeed     | <ul style="list-style-type: none"> <li>• Know when you need to go</li> <li>• Use wipe, flush and wash</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Tell the teacher</li> <li>• Talk to children about what it feels like when you need to go.</li> </ul> |
|        | <b>Trust</b><br>trustworthy and honest        | <ul style="list-style-type: none"> <li>• Straight there and straight back</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Tell, direct.</li> </ul>  |

## Assembly - Middle

| Assembly - Middle |  |   |   |   |
|-------------------|--|---|---|---|
| Values            | Value  | Goals   | What this will look like  | Teaching Points   |
|                   | <p><b>Growth</b></p> <p>grow by having a go</p>          | <ul style="list-style-type: none"> <li>• Taking an active part in assembly</li> <li>• Showing initiative</li> <li>• Be prepared, practised and presentable</li> </ul>   | <ul style="list-style-type: none"> <li>• I can share or will have a talking role</li> <li>• I will have and wear the correct uniform</li> <li>• I will be prepared and know what I am doing</li> <li>• I will get more seats if they are needed</li> <li>• I will be able to sit in the correct area with or without our teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion and Modelling</li> </ul>  |
|                   | <p><b>Respect</b></p> <p>respectful, kind and caring</p> | <ul style="list-style-type: none"> <li>• Be a great audience                             <ul style="list-style-type: none"> <li>Listen</li> <li>Look</li> <li>Learn</li> </ul> </li> <li>• Clapping appropriately</li> <li>• Moving to, at and from assembly with care and respect</li> </ul> | <ul style="list-style-type: none"> <li>• I will clap when it is needed</li> <li>• I will look at the speaker</li> <li>• I will sit appropriately, with enough space for my body (not touching others)</li> <li>• I will keep an aisle down the middle of the hall</li> <li>• I will walk in quiet lines to and from the hall</li> </ul>     | <ul style="list-style-type: none"> <li>• Discussion and Modelling</li> <li>• Knowing how and when to clap</li> <li>• Practise walking to and from the hall</li> </ul> |
|                   | <p><b>Equality</b></p> <p>everyone is important</p>      | <ul style="list-style-type: none"> <li>• Respect inclusiveness, i.e. Te reo, sign language and abilities.</li> <li>• Applaud for all achievements</li> </ul>  | <ul style="list-style-type: none"> <li>• I will Sign the national anthem and birthday song</li> <li>• I will clap when others get awards</li> </ul>   | <ul style="list-style-type: none"> <li>• Discussion and Modelling</li> <li>• Knowing how and when to clap</li> <li>• Practise sign language</li> </ul>                |
|                   | <p><b>Achievement</b></p> <p>are keen to succeed</p>     | <ul style="list-style-type: none"> <li>• Be proud to receive recognition</li> <li>• Use correct language</li> <li>• Speaking clearly</li> </ul>   | <ul style="list-style-type: none"> <li>• I will walk up with a smile</li> <li>• I will shake hands and say thank you</li> <li>• I will not lean on the stage</li> <li>• I will show my award with pride</li> <li>• I will use the microphone</li> <li>• Pronunciation</li> </ul>  | <ul style="list-style-type: none"> <li>• Discussion and Modelling</li> <li>• Practise</li> <li>• Building confidence</li> </ul>                                       |
|                   | <p><b>Trust</b></p> <p>trustworthy and honest</p>        | <ul style="list-style-type: none"> <li>• Take responsibility for belongings</li> <li>• Trust to do the right thing, with/ without the class teacher</li> <li>• Take responsibility for assigned roles.</li> </ul>   | <ul style="list-style-type: none"> <li>• I will welcome and thank guest speakers</li> <li>• I will put my shoes against the wall</li> <li>• I will put out the seats and set up the hall in the morning</li> </ul>  | <ul style="list-style-type: none"> <li>• Discussion and Modelling</li> <li>• Practise</li> </ul>  |

## Toilets - Senior

|        | Value   | Goals  | What this will look like  | Teaching Points   |
|--------|---|--|---|---|
| Values | <b>Growth</b><br><br>grow by having a go          | <ul style="list-style-type: none"> <li>• Be responsible for your own needs</li> <li>• Let someone know if there is a problem</li> </ul>                              | <ul style="list-style-type: none"> <li>• I know how to use the toilet hygienically.</li> <li>• If there has been an accident I know how to let someone know.</li> </ul>   | <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• mini lessons (talking/telling/showing/demonstrating washing hands)</li> <li>• Modelling (discretely know how to let someone else know)</li> </ul>                             |
|        | <b>Respect</b><br><br>respectful, kind and caring | <ul style="list-style-type: none"> <li>• Use the facility quietly and appropriately</li> <li>• Keep it clean and tidy</li> <li>• Respect people's privacy</li> </ul> | <ul style="list-style-type: none"> <li>• I will not spy on others while they are doing their business.</li> <li>• I will make sure that my bodily waste goes where it should.</li> <li>• I will not shout, play or waste time.</li> </ul> | <ul style="list-style-type: none"> <li>• note what are socialising places (toilet is not one)</li> </ul>  |
|        | <b>Equality</b><br><br>everyone is important      | <ul style="list-style-type: none"> <li>• Take turns and wait patiently</li> <li>• Be appreciative of those who clean up after you</li> </ul>                         | <ul style="list-style-type: none"> <li>• I will wait quietly until there is a vacancy.</li> <li>• I will not leave rubbish</li> <li>• I will clean up after yourself</li> </ul>   | <ul style="list-style-type: none"> <li>• practice lining up and waiting your turn – quietly.</li> </ul>   |
|        | <b>Achievement</b><br><br>are keen to succeed     | <ul style="list-style-type: none"> <li>• Know when you need to go</li> <li>• Use wipe, flush and wash</li> </ul>   | <ul style="list-style-type: none"> <li>• I will not wait till the last minute</li> <li>• I will go during break times or at the end of the break</li> </ul>   | <ul style="list-style-type: none"> <li>• talking about it</li> <li>• Hygiene</li> <li>• mini lessons (talking/telling/showing/demonstrating washing hands)</li> <li>• Modelling (discretely know how to let someone else know)</li> </ul> |
|        | <b>Trust</b><br><br>trustworthy and honest        | <ul style="list-style-type: none"> <li>• Straight there and straight back</li> </ul>   | <ul style="list-style-type: none"> <li>• Minimum of time spent out of class at the toilets</li> </ul>   | <ul style="list-style-type: none"> <li>• Talk about it</li> </ul>   |

# What are Matrices

## Whare Wananga – Junior/Middle

|        | Value  | Goals  | What this will look like  | Teaching Points   |
|--------|--|--|---|---|
| Values | <p style="text-align: center;"><b>Growth</b></p> <p>grow by having a go</p>          | <ul style="list-style-type: none"> <li>Learn what the building is for</li> </ul>   | <ul style="list-style-type: none"> <li>I know the stories of the panels, carvings etc</li> </ul>  | <ul style="list-style-type: none"> <li>Share the stories</li> </ul>   |
|        | <p style="text-align: center;"><b>Respect</b></p> <p>respectful, kind and caring</p> | <ul style="list-style-type: none"> <li>Respect yourself</li> <li>Respect others e.g. being a good audience</li> <li>Respect property e.g. leave shoes outside, chairs back, leave area tidy</li> </ul> | <ul style="list-style-type: none"> <li>I clap appropriately, listening with my whole body</li> <li>I put my shoes together, against the wall, away from door</li> <li>I tidy up before leaving</li> </ul> | <ul style="list-style-type: none"> <li>Teach what whole body listening means</li> <li>Show children how to place their shoes</li> </ul> |
|        | <p style="text-align: center;"><b>Equality</b></p> <p>everyone is important</p>      |  |   |   |
|        | <p style="text-align: center;"><b>Achievement</b></p> <p>are keen to succeed</p>     | <ul style="list-style-type: none"> <li>Know how to accept awards</li> </ul>  | <ul style="list-style-type: none"> <li>I shake hands correctly</li> <li>I say thank you</li> <li>I stand tall</li> </ul>  | <ul style="list-style-type: none"> <li>Model, role play.</li> <li>Discuss what standing tall means</li> </ul>                           |
|        | <p style="text-align: center;"><b>Trust</b></p> <p>trustworthy and honest</p>        | <ul style="list-style-type: none"> <li>To enter and exit appropriately</li> <li>Use the space independently and appropriately</li> </ul>   | <ul style="list-style-type: none"> <li>I line up at the bottom of the steps</li> </ul>  | <ul style="list-style-type: none"> <li>Teach and practise</li> </ul>  |

## Whare Wananga - Senior

|        | Value   | Goals  | What this will look like   | Teaching Points   |
|--------|---|--|--|---|
| Values | <b>Growth</b><br><br>grow by having a go          | <ul style="list-style-type: none"> <li>Learn what the building is for</li> </ul>   | <ul style="list-style-type: none"> <li>I will be able to identify the artwork in there and know why it was created for and why.</li> <li>We can use it for different situations e.g. stay overs/team get together</li> </ul>   | <ul style="list-style-type: none"> <li>Rules and protocols about the whare</li> </ul>   |
|        | <b>Respect</b><br><br>respectful, kind and caring | <ul style="list-style-type: none"> <li>Respect yourself</li> <li>Respect others e.g. being a good audience</li> <li>Respect property e.g. leave shoes outside, chairs back, leave area tidy</li> </ul> | <ul style="list-style-type: none"> <li>I will line up outside waiting to come in.</li> <li>Shoes will be lined up against the wall neatly – not in the door way.</li> <li>I will not bring food inside</li> <li>I will clean up after myself once I have been in there</li> <li>I will open the windows to air the room out</li> </ul> | <ul style="list-style-type: none"> <li>Modelling and demonstrating – show the children what it looks like</li> </ul>                                    |
|        | <b>Equality</b><br>everyone is important          |  |  |   |
|        | <b>Achievement</b><br><br>are keen to succeed     | <ul style="list-style-type: none"> <li>Know how to accept awards</li> </ul>  | <ul style="list-style-type: none"> <li>Appropriate hand shake and body language – being proud</li> <li>Children will be presentable – tidy and correct uniform</li> <li>Audience will acknowledge people getting awards</li> </ul>   | <ul style="list-style-type: none"> <li>Modelling and practising</li> <li>developing confidence – how to be PROUD of yourself</li> <li>Values</li> </ul> |
|        | <b>Trust</b><br><br>trustworthy and honest        | <ul style="list-style-type: none"> <li>To enter and exit appropriately</li> <li>Use the space independently and appropriately</li> </ul>   | <ul style="list-style-type: none"> <li>I will enter in single file</li> <li>I will use manners when moving past others</li> </ul>  | <ul style="list-style-type: none"> <li>Modelling and practising</li> <li>Spatial awareness</li> </ul>   |

## Pre-correction

The following pre-correction schedules outline when you should be reminding students about different aspects, it may change as different needs arise. A reminder of the weekly focus area is published in the Monday news and on the wall in the staffroom.

### Whole School Pre-correction Schedule

| Weeks | Term One  | Term Two                                 | Term Three                                | Term Four                                 |
|-------|---|--|---|---|
| 1     | GREAT- reminder of all values   | Growth- Attendance                       | Growth- Attendance                        | Growth- Attendance                        |
| 2     | Respect and Trust- Class Treaty                                       | Respect – PE uniform                     | Trust- Playground behaviour               | Respect - uniform                         |
| 3     |   | Growth – Cross Country                   | Respect - Litter                          | Achievement- Work habits and expectations |
| 4     | Respect- Assembly   | Trust- Playground behaviour              | Achievement- Work habits and expectations | Trust- Playground behaviour               |
| 5     | Achievement- Work habits and expectations (link to treaty and matrix) | Respect - Litter                         |   | (Needs Based on Data)                     |
| 6     |   | Respect- Assembly                        |   |   |
| 7     |   | Trust- Wet day routines                  |   |   |
| 8     | Respect - uniform   | Equality- Playground and class = sharing |   |   |
| 9     | Growth – Swimming, jobs, duties and responsibilities                  | (Needs Based on Data)                    |   |   |
| 10    | Trust- Playground behaviour   |  | Respect – Prize giving                    |   |

## Rewards and Reinforcements

Acknowledging and rewarding correct and exemplary behaviour is an integral part of The GREAT Way and PB4L. The following are the school wide recognition systems we are implementing at Ngongotaha School. Student awards can and should be recorded under the guidance section of eTap (SMS).

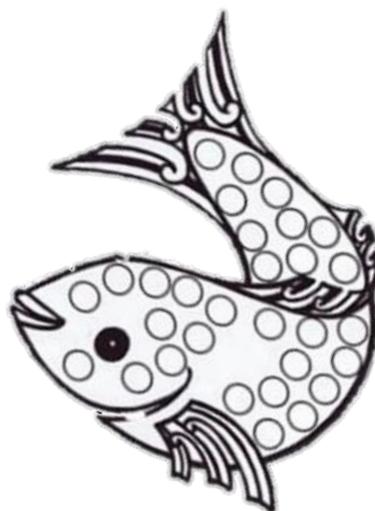
### Fish Certificates

In class students receive fish stickers to reinforce positive behaviour. In the Junior School, when students receive 10 stickers they get a certificate from their teacher. When any student receives 30 stickers, and fills their fish, they receive a Principal's Award at assembly.

When a fish has been completed the class teacher should write the date and child's whole name and room number on the back of the fish then send the child to the office with the fish.

Students can earn fish stickers by:

- Making progress
- Demonstrating achievement
- Showing a positive attitude
- Demonstrating our GREAT values
- Positive behaviour
- Being a good role model



### **Brainy Awards**

Classroom teachers identify students that have exhibited academic progress or achievement. Each Whanau syndicate can present up to four certificates each week at assembly. Students also receive a free Duffy book.

### **Caught Being GREAT Certificate**

When an adult notices a student in the playground or community exemplifying our school values they write the student's name and the behaviour/value they have shown and place the note in the box in the office. These students are acknowledged with a certificate at the weekly school assembly. Students also receive a free Duffy book.

### **PE Award**

This award is presented at assembly each week to the class that exhibits the "giving it a go" value by participating and trying hard.

### **100% Attendance**

Students who don't miss a day (are not marked away for any roll call) receive a certificate at the end of each term and attend a special reward day early the following term. At the end of the year all students with 100% attendance are recognised at prize giving.

### **Book Worm**

This award is presented at assembly each week to the class that exhibits the respect and achievement values while visiting the library.

### **Values Vouchers**

Duty teachers, staff members and members of the school community give these out to students displaying the school values outside of the classroom. These are handed out frequently and record the value exhibited and the student's name. The vouchers are then placed in a special box in the office. Each week three vouchers are drawn from the

box at assembly and those students receive a silicone wristband with one of the school values printed on it.

### **Tidy Kiwi Award**

This trophy is awarded every Friday at Assembly to the class that has kept their classroom area the tidiest for the week, being respectful kind and caring to the environment. It is awarded by the school cleaner.

### **Rumaki Taonga Awards**

Every week, at the Whanau Maunga team hui, those students who have best exemplified the four pou of the Rumaki: Matauranga, Tu Pakari, Te Reo and Tikanga are given a trophy for the week and a certificate to keep.

## **Behaviour Management Routines and Procedures**

### **Managing Misbehavior**

**Remember it is easier to pre-correct behaviour before misbehaviour occurs.**

Major incident referrals (ODRs) are filed with the Principal / Senior Teacher and are discussed at Leadership/ SENCO meetings on a Monday.

Other ODRs are tabled at syndicate meetings for discussion and strategies will be discussed to support the teacher and student (Tier 1 interventions). All student's ODR summaries are available on eTap.

Outcomes for students are discussed and implemented and reported back to classroom teachers. A student's parents are to be contacted if a student receives a Major ODR. Unless it is for a sensitive issue the teacher who gives the ODR is the teacher who makes contact.

If a child is nominated at syndicate level for a Tier 2 intervention ODR data and evidence of an attempted Tier 1 intervention must be supplied by the teacher.

**The following flow chart outlines the procedures required if students display inappropriate behaviours.**

**Incident of misbehaviour occurs.**

If the behaviour is minor:

If the behaviour is major:

In Playground

In class

Tell child what they've done wrong and remind them of our expectations.

Follow the in class colour system for behaviour.

- Drugs
- Weapons
- Pre-meditated physical violence
- Extreme cases of physical violence
- Out-of-school physical violence initiated at school
- Defiant and confrontation verbal abuse at teacher (not just venting)
- Sexually deviant behaviour

If the behaviour is more severe, e.g. fighting or it escalates. Then duty staff sends the red card to the office so another teacher can assist.

If the student progresses past a warning then an online ODR should be completed at some stage of the day to record the incident.

Staff member is to alert management who will deal with these incidences.

Original duty staff interviews student/students involved and fills out ODR in the duty book.

When a red card arrives at the office the nearest staff member is required to go to that duty zone. This staff member covers duty.

Staff member is to complete initial ODR form with as much information as possible.

Management will interview those involved and make contact with parents or outside agencies.

Duty staff member takes ODR to office and issues consequence for student. they then resume duty.

Cover duty staff member is relieved, thanked and sent back to enjoy their break.

Management will decide upon consequences.

Julie enters the ODR online and red flags that child so the child's class teacher will be aware an issue occurred when they log on to etap.

Management and staff member will discuss outcome.

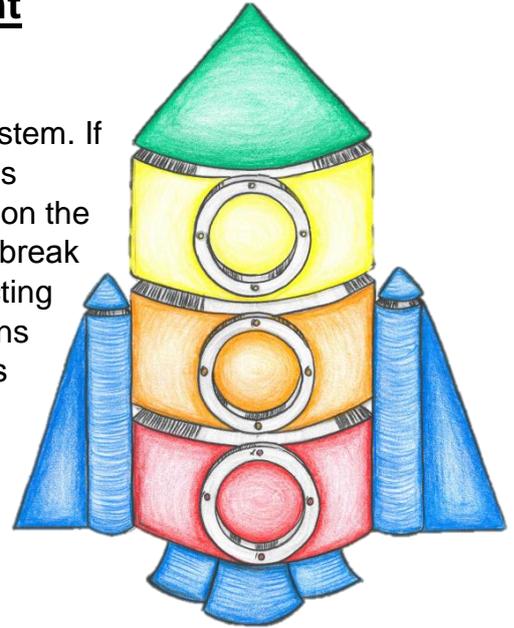


NB- Patterns of behaviours need to be commented on in Team Minutes- management can step in and support where appropriate.

# In Class Behaviour Management

## Behaviour Rockets

In class behaviour is monitored via the rocket / colour system. If students receive a warning from the teacher their name is changed from green to yellow. If there is no other infraction the student's name can be moved back to green at the next break time following a teacher – student discussion (pre correcting for the next period). If there are other behaviour infractions the student's name moves to orange and then red, this is an up to 10 minute time out and an up to 30 minute time out. Any further actions require the student being passed on to the Senior Teacher and Leadership. Any time a child is placed on orange or red and ODR form should be filled out.



## Leadership managed behaviours

### Teachers complete ODR and alert management

- Drugs
- Weapons
- Pre-meditated physical violence
- Extreme cases of physical violence
- Out-of-school physical violence initiated at school
- Defiant and confrontation verbal abuse at teacher (not venting)
- Sexually deviant behaviour

N.B

Patterns of behaviours need to be commented on in Team Minutes- management can step in and support where appropriate.

- This includes any behaviour where a parent has made comment to the teacher.
- ODR form to be filled out for (list actions)
- Send red card to office
- Give ODR to office staff who will Red flag students on learner hub
- Carry out consequence
- If you are support staff the classroom teacher will follow up
- Reliever to see team leader who will complete ODR with reliever

## Office Disciplinary Referrals (ODRs)

### eTap – Student Management System

This data system is an important component for evaluating the effectiveness of school-wide behaviour approaches. The data used is gathered from student's Office Disciplinary Referral forms (ODRs). This gives a concise record of behaviour incidents and is printed out regularly for analysis and discussion.

In addition this information will be used at Whanau/syndicate meetings to identify students of concern and any need for further intervention. Student data must be kept up-to-date.

All data gathered and discussions are aimed at developing strategies and/or programmes to support students and classroom management procedures.

### How to Complete an ODR or GREAT Way Entry on eTap.

If you are on duty or filling out an ODR for a student who *is not* in your class then you use a hard copy of the ODR form from the duty board or from the server. Once complete this is placed in the ODR tray inside the school office.

If you are completing an ODR for a student from your room this is done directly into eTap (SMS) using the following steps:

- **Open your learner hub and on the main menu select "Guidance"**



- **Select PB4L to make an ODR entry or if you are recording a prize or reward that a student has received click on Awards. If a student has completed a school duty or been part of a team use the School Participation link.**



- **A pen will appear next to each student. To complete a form click on the pen icon next to the student, not the student.**



- Complete all relevant sections of the form. State facts don't make judgements.
- Don't forget to click save.

### PB4L

 Alert email will be sent to classroom teacher (dean@ngongotaha.school.nz).

Staff / Teacher: Dean Henderson DP

Pupil Name: Y4 - 

Date: 20 Jul 2015

Victim Name:

Others involved:

Incident/Possible Motivation:

**Action Taken**

Verbal Warning

Buddy Class

Time out during break

Phoned Family

Referred to Team Leader

Organised Family Meeting

Letter Home - with child

Letter Home - posted

Referred to outside agency

Refer to Leadership Team

In School Standown

Standown

In School Suspension

Suspended

Exclusion

Sent Home

-----

Before School

Morning Tea

Lunch

Afternoon Break

After School

In Class

**Violence To Self**       Drugs       Smoking       Self-harm

**Violence To Property**       Tagging       Vandalism       Stealing

**Verbal Violence**       Swearing       Putdown       Threatening Language

**Physical Violence**       Bullying       Fighting       Hitting, Kicking etc

Save Incident

- If an ODR is filled out by somebody else for one of your students you will receive an email alert at your school email address.

## Copy of ODR Duty Form

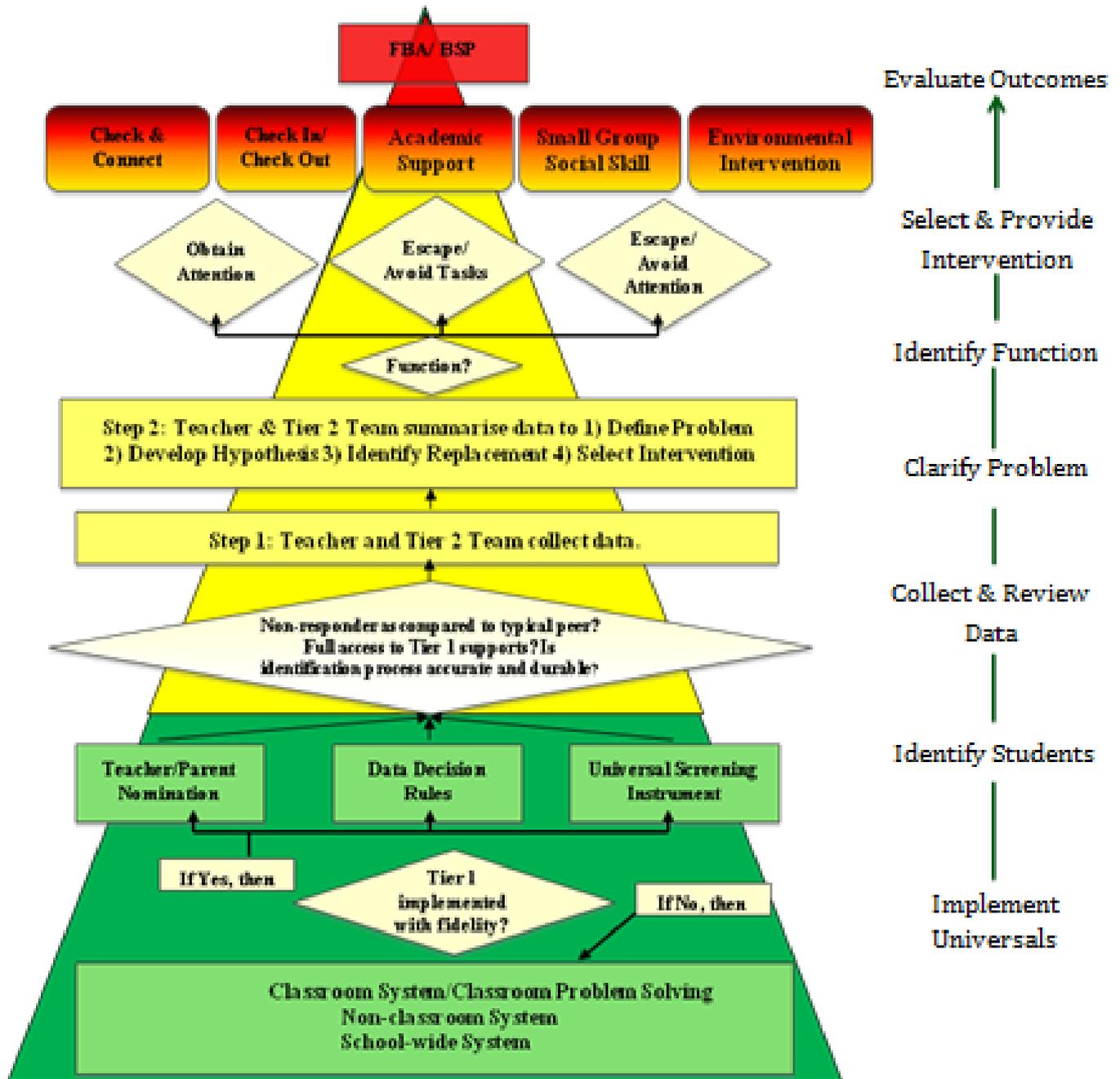
| Behavioural Referral Form      |                                      |   |   |  |   |  |
|--------------------------------|--------------------------------------|---|---|--|---|--|
| Date                           | (dd-mm-yyyy)                         |   |   | Action Taken (tick)  |   |  |
| Pupil Name<br>(Instigator)     |                                      |   |   | Verbal Warning<br>Buddy Class<br>Time out during break<br>Phoned Family<br>Referred to Team Leader<br>Organised Family Meeting<br>Letter Home – with child<br>Letter Home – posted<br>Referred to outside agency<br>Refer to Leadership Team<br>In School Stand down<br>Stand down<br>In School Suspension<br>Suspended<br>Exclusion |   |  |
| Victim Name                    |                                      |   |   |  |   |  |
| Others involved                |                                      |   |   |  |   |  |
| Incident                       |                                      |   |   |  |   |  |
| Possible Motivation            |                                      |   |   |  |   |  |
| <b><u>Staff involved</u></b>   |                                      |   |   |  |   |  |
| Time                           | In class<br><input type="checkbox"/> | Before school<br><input type="checkbox"/> | Morning Tea<br><input type="checkbox"/>       | Lunch<br><input type="checkbox"/>  | Afternoon Break<br><input type="checkbox"/> | After School<br><input type="checkbox"/> |
| <b><u>Type of incident</u></b> |                                      |   |   |  |   |  |
| Violence to self               | Drugs <input type="checkbox"/>       | Smoking <input type="checkbox"/>          | Self-harm <input type="checkbox"/>            |  |   |  |
| Verbal violence                | Swearing <input type="checkbox"/>    | Putdown <input type="checkbox"/>          | Threatening Language <input type="checkbox"/> |  |   |  |
| Violence to property           | Tagging <input type="checkbox"/>     | Vandalism <input type="checkbox"/>        | Stealing <input type="checkbox"/>             |  |   |  |
| Physical violence              | Bullying <input type="checkbox"/>    | Fighting <input type="checkbox"/>         | Hitting, kicking etc <input type="checkbox"/> |  |   |  |

**Locations (Please Tick)**

Library  
Whare  
Hall  
Classroom  
Pool  
Car park  
Office  
Top Field  
Turf  
Bus  
EOTC  
Middle Courtyard  
Senior Area  
Junior Atea  
Junior Adventure Playground  
Middle Adventure Playground  
Senior Adventure Playground  
Junior Sandpit  
Middle Sandpit  
Room 4 toilets  
Room 9 toilets  
Room 11/12/13 toilets  
Room 14/15 toilets  
Room 16 toilet

## Student Support Model

The model below outlines the steps taken at each level or tier of P4L/The GREAT Way programme. It illustrates the required elements for the intensifying support for students who continue to demonstrate difficulties after Tier 1 components are delivered.



## Tier 2 Process

The teacher regularly tracks data to identify students who need Tier 2 support and refers the student to the Leadership Team when students meet the Tier 2 criteria of:

- Three Major behavioural incidence in the last 6 months.
- Nine minor behavioural incidence in the last 6 months.
- Attendance of less than 75% per term.
- Concern for students with internalising behaviours.
- Tier 1 interventions have been tried but had little effect.

Another important responsibility of the teacher is to implement targeted classroom interventions and Tier 2 small group interventions with fidelity. That means all steps to implement the interventions are followed consistently every day. Data must be collected and reviewed to determine the effect of interventions on student goals. Only with accurate data can it be decided if the intervention should be continued, changed or called back. Communication is another important responsibility.

### Tier 2 Aims:

**1. Summary of Problem** – what is the problem behaviour, what is the antecedent/trigger that happens before the behaviour, what happens after the problem behaviour and what is the function or pay off for the student?

**2. Replacement Behaviour/Learning Target** - what do we want the student to do instead? Choose an observable behavioural skill from the PB4L-SW expectations matrix.

**3. Classroom Problem Solving Team Intervention Strategies for student(s)** - together the classroom problem solving team will brainstorm and decide on a small number of interventions to try that match the function of the students' behaviour.

**4. Progress Monitoring (Assessment for Learning)** - Choose a manageable method to measure progress toward the student goal. Also pick a short time to collect data (For example, 10 minutes, 3 times a week).

**5. Follow-up Date** - decide when the Classroom Problem Solving Team will follow-up on the student in the future.

### Tier 2 Nominations

Initial nominations for a Tier 2 intervention are done at a syndicate level. Using the nomination form teacher must provide: Identifying information about the student, relevant academic information and information about the problem behaviours:

- Description of the problem

- When the problem occurs and how often
- Why the problem is occurring (what function does it serve)

AS well as a list of strategies the teacher used to address the problems and how successful they have been.

**If a child is judged in need of a Tier 2 intervention the Leadership Team will put something in place within 48 hours.**

The following are small group interventions the Team may use:

### **1. Check In/Check Out (CICO)**

Purpose: The Check In/Check Out (CICO) process will provide systematic performance feedback for identified Tier 2 students who may benefit from daily organisational and behavioural support and positive adult attention. This intervention is most appropriate for students who seek or enjoy adult attention. This intervention also provides a positive communication link between home and school, sets students up for success, each morning, and can be faded to develop student self-management.

### **2. Social Skills Groups**

Purpose: Social Skills Group (approximately 2-10 students in each group) will provide specific social skills training/instruction, based on the student's identified function of behaviour. Replacement social skills behaviours identified from the school-wide matrix will be taught and practised. Communication about skills addressed will be provided to classroom teachers of participating students. Student performance of skills will be acknowledged by all participating adults. If a school chooses to use a commercial social skills curriculum, it will important to tie the specific skills to the school-wide expectations (e.g. safe, respectful, and responsible).

### **3. Academic Support**

Purpose: Students who display inappropriate behaviours and social skills may also struggle with academic achievement. The results from curriculum based assessments will be utilised to monitor academic progress of all students. Students who are identified as at-risk may receive additional academic support. Learning concerns will be identified and targeted academic accommodations will be developed.

## Tier 2 Nomination Form

Student Name / Class: \_\_\_\_\_

Referrer's Name: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Reason for referral (What does the problem look like?):

---

---

---

**Where does the problem occur?** (Circle all that apply)

Classroom Playground PE Music Art Library Hallway Canteen

Toilets Office Other: \_\_\_\_\_

**What happens before the problem occurs?** (Circle all that apply)

Appears to be in discomfort Asked to do something Could not get desired item

Loud / disruptive environment On-going behaviour interrupted Other student provoked

Stopped from doing activity Transitional time Attention given to others Bored

Other: \_\_\_\_\_

**Why do you think these problems occur?** (Circle all that apply)

Obtain peer attention Obtain adult attention Obtain items / activities

Avoid tasks / activities Avoid peers Avoid adults

Escape setting Unknown Other: \_\_\_\_\_

**What other strategies have been tried or are currently in place?**

---

---

---

**Other reasons to consider student for membership (divorce, academic difficulties, etc.) Use the back of page if more space is needed.**

---

---

---

---

---

-----  
**For Tier 2 Team Use Only**

Number / Type of Majors: \_\_\_\_\_

Number of Minors: \_\_\_\_\_

Violent Incidents: \_\_\_\_\_

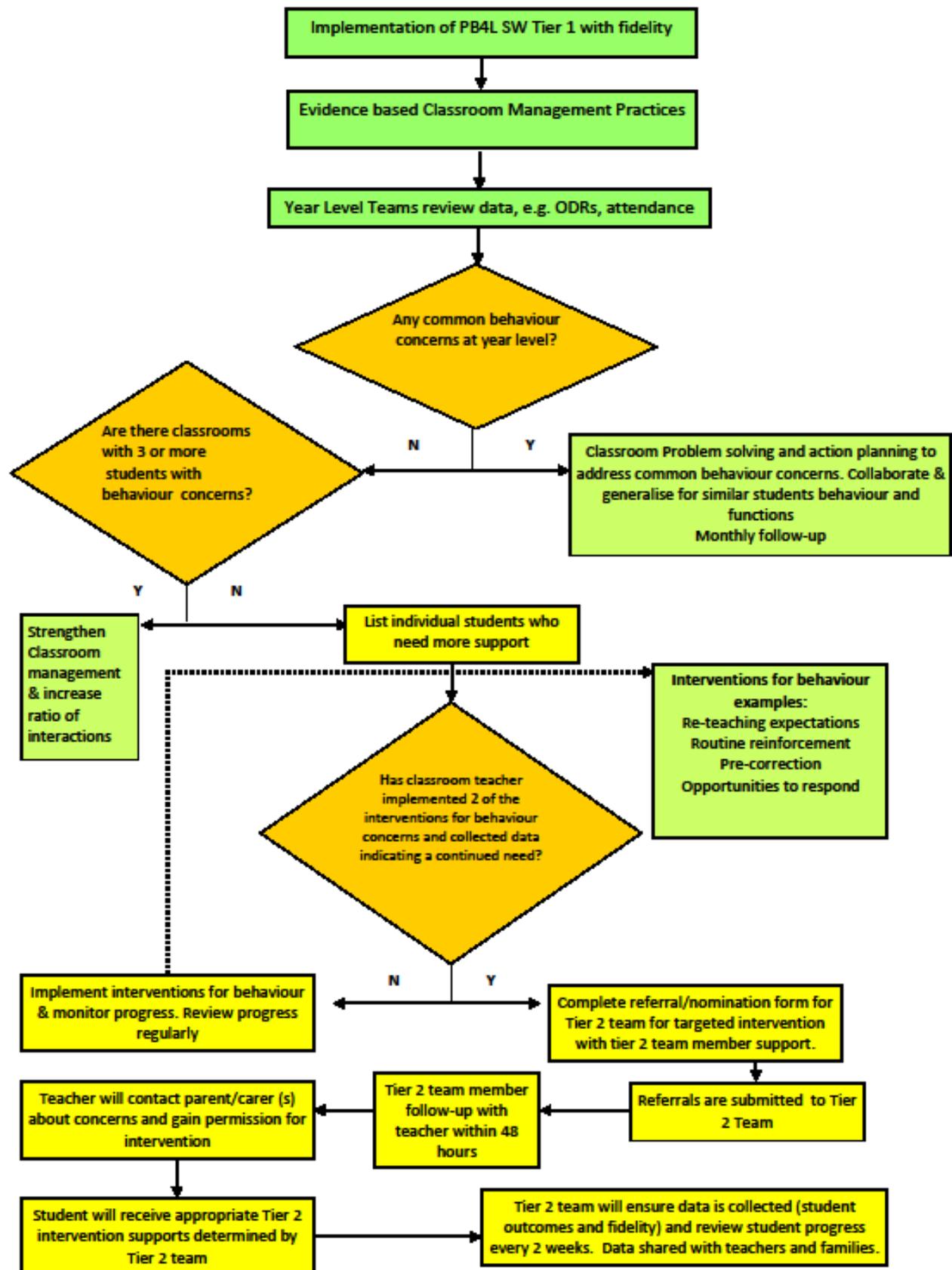
Academic Results: \_\_\_\_\_

IEP: **Y N** Behaviour Support Plan: **Y N**

Additional Notes:

---

Accepted \_\_\_ Wait List (review date: \_\_\_\_\_) \_\_\_ Denied \_\_\_



Adapted from MiBLSi (2013)

