



S W P B S

FAMILY

HANDBOOK



RESPECTFUL

At TSPS
We are...



SAFE



ENGAGED & READY TO LEARN

At Truganina South Primary School the child is at the centre of all that we do. We collaborate to support student wellbeing and learning, preparing our students for happy and successful futures

RELATIONSHIPS * EXCELLENCE * ACCEPTANCE * COLLABORATION * HONESTY



Welcome!

Dear Families,

Welcome to Truganina South Primary School, where we strive to create a safe, positive and happy learning environment, built upon developing the whole child.

At Truganina South Primary School, we work together with the school community including students, staff and parents, to ensure everyone is recognising and following our School Wide Positive Behaviour (SWPB) philosophy.

SWPBS is a framework which assists schools to improve social, emotional, behavioural and academic outcomes for all students. It encourages respectful and positive behaviour resulting in increased time focused on instruction, improved wellbeing and positive relationships between staff and students.

Truganina South Primary School has been part of the SWPBS initiative since 2012. During this time, we have implemented the framework, working on the premise that just as students learn Literacy and Numeracy, they are also learners of behaviour.

This booklet will provide you with information about the expectations we have at Truganina South Primary School, to ensure there is a happy and positive learning environment for everyone.

We look forward to working with all our families on our SWPB journey.

Sincerely,
Paul Bombaci

What is SWPBS?

School Wide Positive Behaviour Support (SWPBS) is an evidence-based framework for schools for preventing and responding to student behaviour. Instead of using many different behaviour management strategies, a consistent system of expectations for all students is implemented. SWPBS practices include teaching behavioural expectations and acknowledging students for following them. It involves the establishment of a continuum of behaviour support that considers all students and emphasises prevention, rather than just reacting to inappropriate behaviour.

When SWPB is implemented well, teachers and students have more time to focus on relationships and learning.

Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focussed on learning
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- a predictable learning environment in which appropriate behaviour is the norm

Introducing, modelling, and reinforcing positive social behaviour is an important step 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.

Through the implementation of SWPB, the school wide systems at TSPS are aligned to create an inclusive environment where:

- behavioural Expectations are defined
- behavioural Expectations are taught
- reward systems acknowledge appropriate behaviour
- clearly defined consequences are consistently used for problem behaviour
- continuous collection and use of data is used for decision-making

Multi-Tiered System Of Support

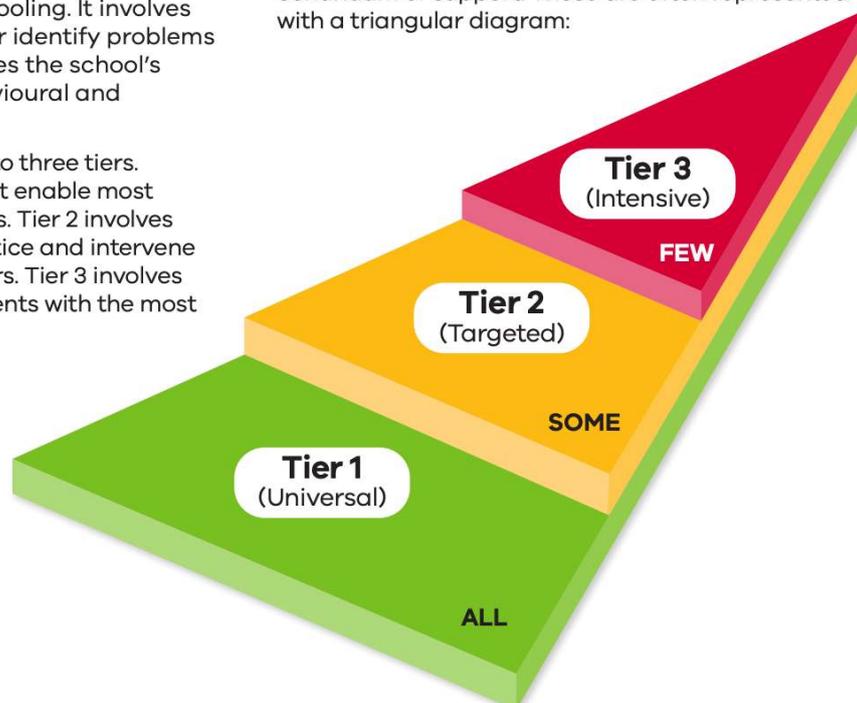
Multi-Tiered System of Supports (MTSS) is an evidence-based model of schooling. It involves teams using data to predict or identify problems and plan solutions. It integrates the school's approach to academic, behavioural and wellbeing outcomes.

Schools organise their work into three tiers.

Tier 1 represents practices that enable most students to experience success. Tier 2 involves the school having a plan to notice and intervene when students show risk factors. Tier 3 involves intensive intervention for students with the most complex needs.

Tiers of instruction and intervention

SWPBS schools select and implement a multi-tiered continuum of support. These are often represented with a triangular diagram:



- If a child doesn't know how to read, we *teach and we provide learning opportunities*.
- If a child doesn't know how to swim, we *teach and we provide learning opportunities*.
- If a child doesn't know how to multiply, we *teach and we provide learning opportunities*.
- If a person doesn't know how to drive, we *teach and we provide learning opportunities*.
- **However, if a student doesn't know how to behave, we.....teach? Punish?**

Herner, 1998

How are academic errors and behaviour errors similar?

Academic Error

- Errors are accidental.
- Errors can be due to low motivation
- Errors are inevitable.
- Errors signal the need for teaching.
- Students with learning difficulties need adjustments.

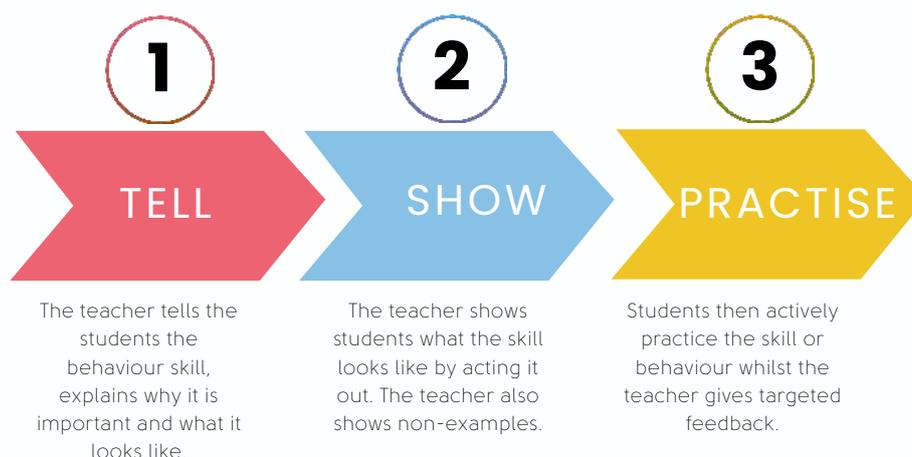
Behaviour / Social Error

- Errors are accidental.
- Errors can be due to low motivation
- Errors are inevitable.
- Errors signal the need for teaching.
- Students with learning difficulties need adjustments.

Teaching Structure:

Every behaviour skill outlined in the school Matrix is explicitly taught to all students, in all classes. The school structure includes:

- A whole school behaviour curriculum scope and sequence for each term and week
- A Daily 'Behaviour Expectations' lesson that all students are explicitly taught. These lessons are designed to be short (5-10 minutes) and follow the simple structure of 'tell, show, practise' - These are linked to the Expected Behaviour Matrix.
- Social and emotional Learning is also explicitly taught twice a week through Rights, Resilience and Respectful Relationships lessons as well as general social and emotional lessons following our scope and sequence.



Engagement in Classroom and how families can support:

PCMS, or Positive Classroom Management Strategies, are a set of 8 research-based practices used in Victorian government schools to improve student engagement and behaviour. These strategies focus on teaching students appropriate behaviours through clear expectations, consistent procedures, and positive reinforcement rather than just discipline. Parents can support PCMS by encouraging their children to follow classroom rules, and schools provide resources to help families understand these practices.



R.E.A.C.H Values



SWPB values are used because a School-Wide Positive Behaviour (SWPB) framework focuses on building a positive and predictable school culture by teaching and reinforcing expected behaviours aligned with core values like respect, responsibility, and safety. This proactive approach is more effective than punishment-based discipline because it aims to improve student well-being, academic performance, and the overall school climate, maximising instructional time and creating a safer, more supportive learning environment for everyone.

School Expectations for Behaviour



At TSPS we have three clearly defined expectations for behaviour that apply to all students, in all settings. These are:



'We are Respectful' means treating everyone and everything with kindness and care.

'We are Safe' means keeping themselves and others safe from harm, and speaking up or seeking help from an adult if they or someone else is being treated unfairly.

'We are Engaged & Ready to Learn' means we are focused, will do our best and have a growth mindset.

School Expectations for Behaviour



Expected Behaviour Matrix

The Truganina South Expected Behaviour Matrix defines what these expectations explicitly look like in all settings across the school.

Behaviour Expectations Matrix

At Truganina South Primary School, we will....

	INSIDE SPACES This includes classrooms, toilets, the administration building, the gym and specialist rooms.	OUTSIDE SPACES This includes all playgrounds, the oval, basketball courts, sitting areas and within the broader community.	DIGITAL SPACES This includes all online platforms such as websites, apps, messaging and online sharing sites.
WE ARE SAFE HONESTY	Keep our body and materials to ourselves Move safely, e.g. walk Use kind words Tell the truth Use equipment responsibly	Follow game rules and take turns Share play spaces Be aware of others around us Protect ourselves from the sun Report unsafe behaviour to an adult	Interact only with people we know Tell an adult if we feel unsafe Report online concerns Keep private information to ourselves Be critical thinkers
WE ARE RESPECTFUL ACCEPTANCE & RELATIONSHIPS	Value different cultures and beliefs Recognise that everyone learns differently Include and support people of all abilities Take turns to share and listen to others Keep the classroom organised	Include others Help and encourage others Care for the Bunurong land we learn on Show patience and be a good sport Share equipment fairly Return equipment Represent our school with pride	Respect privacy of others Communicate respectfully Use friendly language Take care of equipment
WE ARE ENGAGED & READY TO LEARN EXCELLENCE & COLLABORATION	Follow instructions Be open to learning and new challenges Be on time and prepared Ask for help	Line up when music plays Learn from our mistakes	Stay on task Have our iPad fully charged Show pride in how we communicate online Work together for digital tasks



While inside we will...

This includes classrooms, toilets, the administration building, the gym and specialist rooms.

WE ARE SAFE

We show the value of honesty.



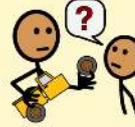
Keep our body and materials to ourselves



Move safely e.g. walk



Use kind words



Tell the truth



Use equipment responsibly



WE ARE RESPECTFUL

We show the values of relationships and acceptance.



Value different cultures and beliefs



Recognise that everyone learns differently



Include and support people of all abilities



Take turns to share and listen to others

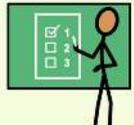


Keep the classroom organised



WE ARE ENGAGED & READY TO LEARN

We show the values of excellence and collaboration.



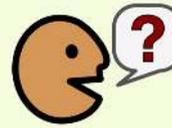
Follow instructions



Be open to learning and new challenges



Be on time and prepared



Ask for help



Relationships • Excellence • Acceptance • Collaboration • Honesty



While outside we will...

This includes all playgrounds, the oval, basketball courts, sitting areas and within the broader community.

WE ARE SAFE

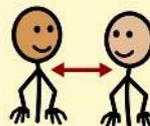
We show the value of honesty.



Follow game rules and take turns



Share play spaces



Be aware of others around us



Protect ourselves from the sun

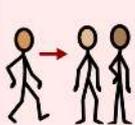


Report unsafe behaviour to an adult



WE ARE RESPECTFUL

We show the values of relationships and acceptance.



Include others



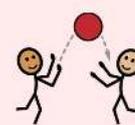
Help and encourage others



Care for the Bunurong land we learn on



Show patience and be a good sport



Share equipment fairly



Return equipment



Represent our school with pride



WE ARE ENGAGED & READY TO LEARN

We show the values of excellence and collaboration.



Line up when music plays



Learn from our mistakes



Relationships • Excellence • Acceptance • Collaboration • Honesty

In the digital space we will...

This includes all online platforms such as websites, apps, messaging and online sharing sites.



WE ARE SAFE

We show the value of honesty.



Interact only with people we know



Tell an adult if we feel unsafe



Report online concerns



Keep private information to ourselves

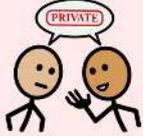


Be critical thinkers



WE ARE RESPECTFUL

We show the values of relationships and acceptance.



Respect privacy of others



Communicate respectfully



Use friendly language



Take care of equipment



WE ARE ENGAGED & READY TO LEARN

We show the values of excellence and collaboration.



Stay on task



Have our iPad fully charged



Show pride in how we communicate online



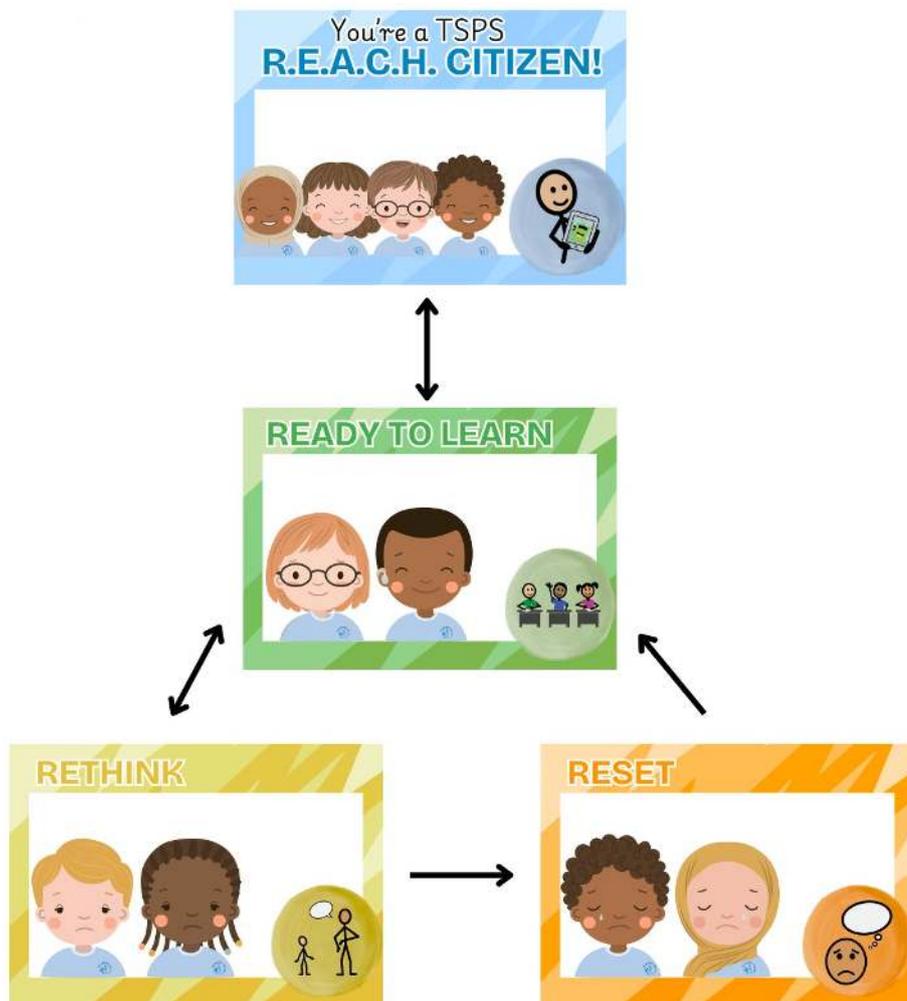
Work together for digital tasks



Relationships • Excellence • Acceptance • Collaboration • Honesty

Choice Chart

The Choice Chart works alongside our Behaviour Expectations Matrix, Minor/Major Behaviours Guide, and Class Dojo to support consistent behaviour across the school. It helps teachers recognise and reinforce expected behaviours, while also providing opportunities to reteach and support students who need guidance to make positive choices.





Responding to Behaviour using the Choice Chart and Behaviour Matrix Teacher Expectations

Teachers will:

R.E.A.C.H. Citizen

- Acknowledge behaviour with specific verbal praise, related to the behaviour matrix.
- Students receive 1 dojo point which can be used as currency (e.g. they receive 1 dojo point).
- Once a fortnight, teachers will write a Compass to communicate with parents for 3 students who have repeatedly shown a particular value.

Ready to Learn, Safe and Respectful

- Explicitly teach and model what "Ready to Learn" looks like.
- Reset high expectations at the start of each lesson.
- Acknowledge readiness with quick, positive reinforcement.
- Provide reminders and encouragement.

Rethink

STATE | PRACTISE | PRAISE

- Explicitly state the expected behaviour from the matrix.
- Allow time for student to practise and re-engage in the lesson.
- Promptly and explicitly praise when student uses expected behaviour (6:1)

Reset

STATE | REFLECT | PRACTISE | PRAISE

- Explicitly state the expected behaviour from the matrix.
- Allow student time to reflect independently on expected behaviours.
- Teacher to lead a restorative conversation with student upon reentry into the lesson.
- Allow time for student to practise and re-engage in the lesson.
- Promptly praise when student uses expected behaviour (6:1)
- **Record on Compass**

*First RESET for the day is within the classroom. If within the same block, then outside the classroom

If the behaviour continues...

- Classroom teachers are best placed to manage escalated behaviours due to their relationship with the student and future opportunities to teach.
- If the student has repeated or ongoing time being **RESET** then classroom teacher to contact parent/guardian to discuss/set up a meeting which is recorded on Compass.
- Teacher to support student with their learning to ensure success in the classroom by providing explicit teaching to the student at their point of need using a Ready to Learn plan. (e.g. emotional regulation, expected behaviours)
- Consult with leadership for advice on any Major behaviours. This can be after a lesson or if urgent, a phone call immediately.

Acknowledging Expected Behaviours: Class Dojo



What is Class Dojo?

It is used for classroom management, allowing teachers to track and provide feedback on student behaviour and skills.

How is it used at Truganina South Primary School?

It is used as a classroom management tool to track when students are following our school's expected behaviours. Students use Dojo points as currency to redeem rewards.

How can students receive points?

Teachers explicitly acknowledge the positive behaviour they have seen, e.g. "Well done, you were walking safely around the classroom!" The Dojo points are directly linked to our three school expectations and our five school values. There is no limit to the number of points a student can receive.

How can students redeem points?

Students can redeem their points when they reach set milestones. This may independently or with their class. Students have a menu of options they can redeem the points for which is consistent across the school.

Why does Truganina South Primary School use the Class Dojo as a behaviour system?

To positively acknowledge students who are following our school expectations and values.



Acknowledging Expected Behaviours: Class Dojo



R.E.A.C.H. CITIZEN

POINTS MENU

Trade the Dojo points you've earned for following the schools expectations and values for anything on the menu! These rewards will be negotiated with your teacher.



10
points

- Be your teacher's helper for a session
- Choose a sticker
- Pick a book for the teacher to read to everyone
- Choose your spot in line for the day - front, middle or end!
- Have my teacher write me a praise card



50
points

- Get your teacher to call home about how awesome you've been
- Receive a Friendly Frog Badge/visit the Friendly Frog Shop
- Get your teacher to write a postcard home to your family about your excellent choices
- Create a welcome message on the whiteboard before class starts



100
points

- Choose the class brain break (*GoNoodle, mindfulness, Just Dance*)
- Sit with a friend for the day
- Receive a Zooper Dooper
- Have 10 minutes of free time by yourself
- Teacher to play quiet music for the whole class whilst working

Everyone who reaches 100 points gets a R.E.A.C.H. Citizen Award!



200
points

- Choose an indoor game for the whole class
- Sit in the teacher's chair for a session
- Have 10 minutes of free time with a friend
- Spend lunch eating time with a teacher of your choice



300
points

- Have the VIP treatment at your desk with special stationery and a cushion for the day!
- Choose a classroom job for yourself for the next fortnight
- Choose or lead a game for the whole class



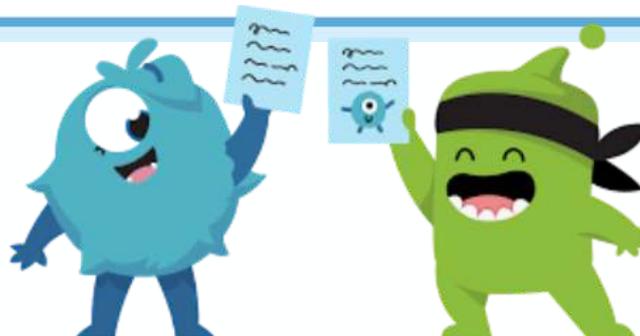
500
points

- Movie + popcorn ticket - held in the Wellbeing Hub
- Have morning tea with a member of the Principal team
- A visit at the end of term to the Flying Fox with the Wellbeing Teachers

SPECIAL
5000
points

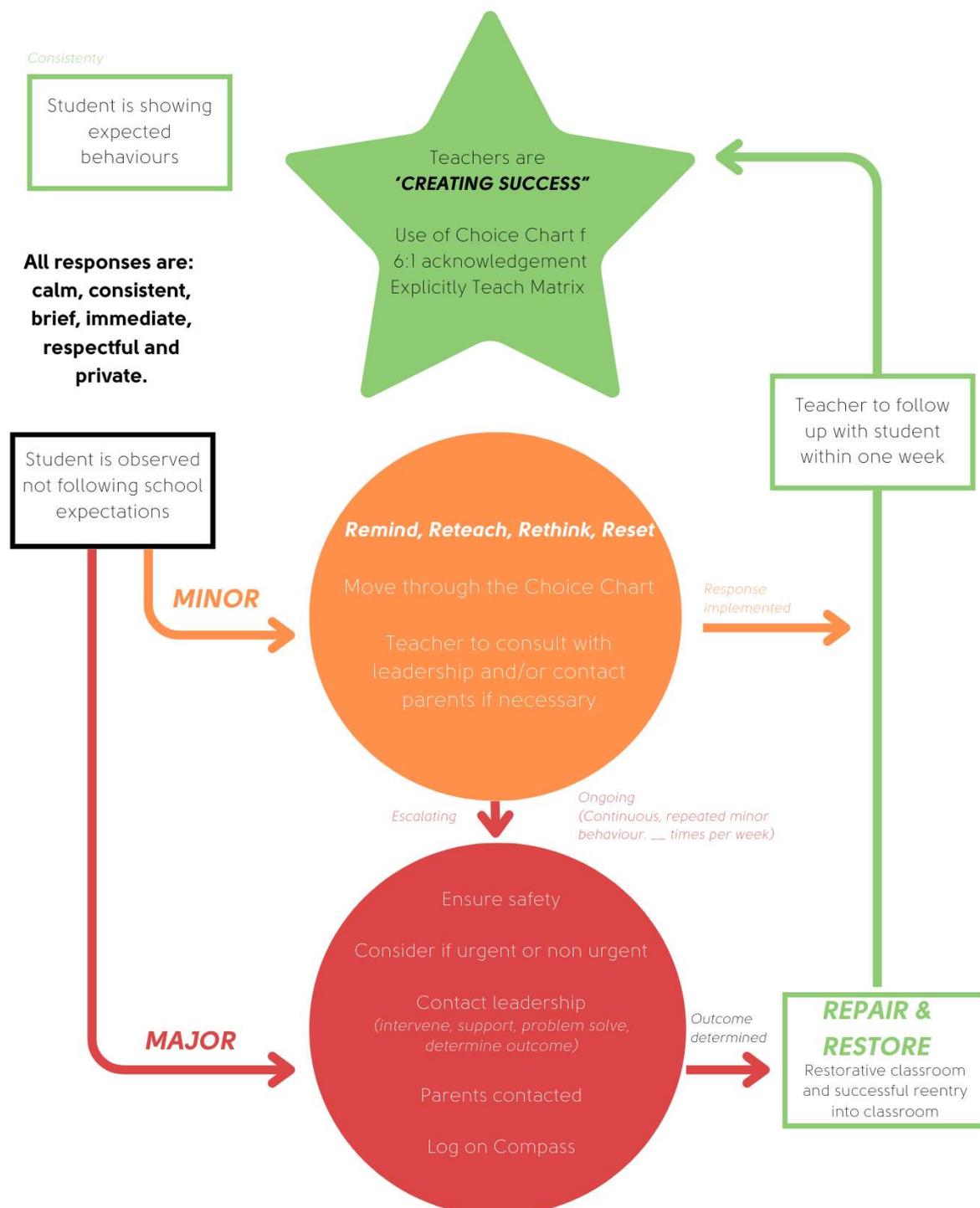
For classes who reach a total of 5000 points, whether they've been redeemed or not, they can choose to:

- Have a class party
- Have a class movie



What is the Major/Minor Behaviour guide?

The Minor/Major Behaviour Guide outlines the behaviours that are managed by classroom teachers and those that require leadership intervention. It provides clear definitions and examples to support consistent decision-making across the school. The document ensures that all staff respond to behaviour calmly, predictably and in alignment with our SWPBS framework. Minor behaviours are supported through classroom-based strategies such as reminders, reteaching and the Choice Chart, while major behaviours may require immediate leadership support and follow-up.

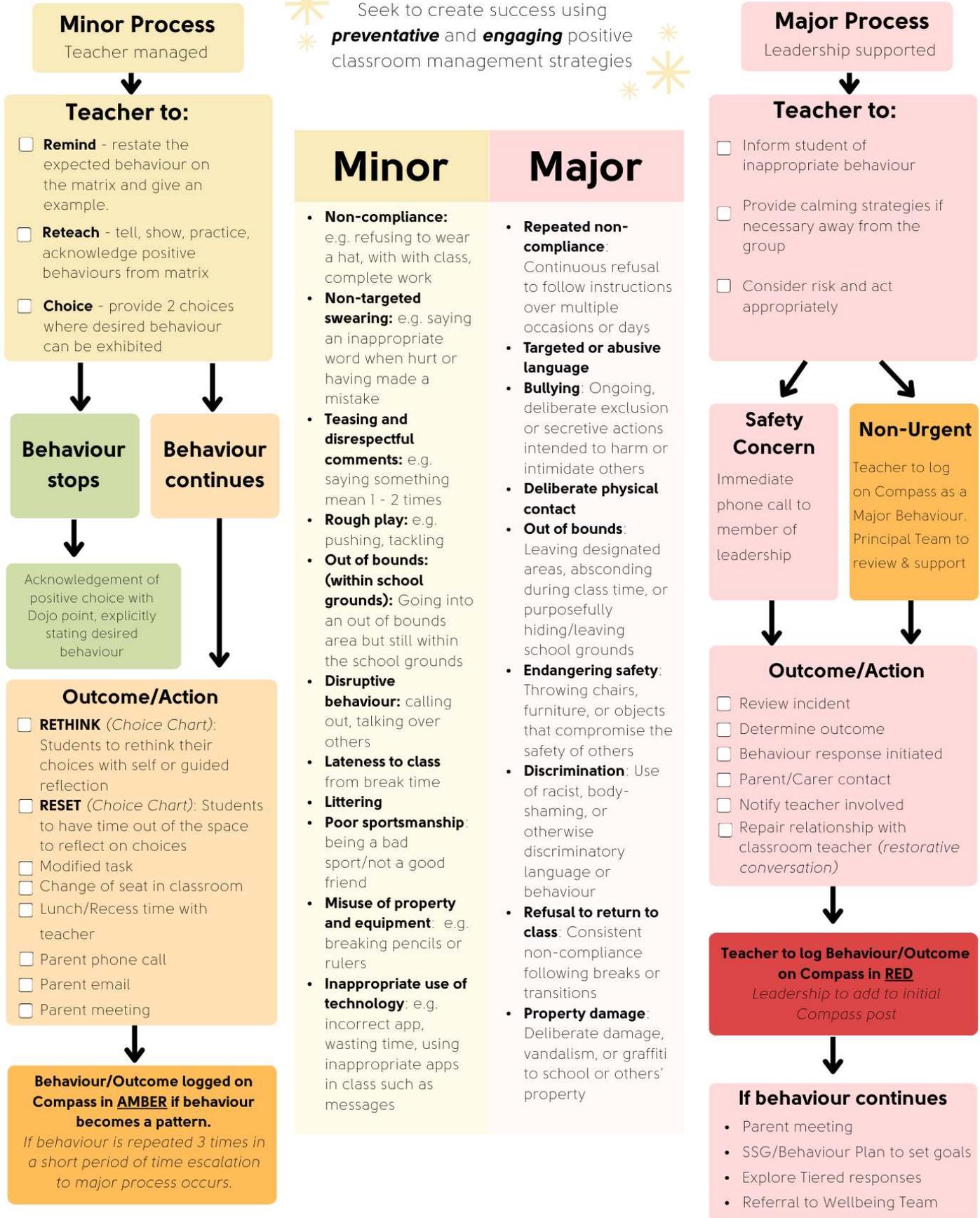


Staff Version



Behaviour Response Flowchart

Seek to create success using **preventative** and **engaging** positive classroom management strategies

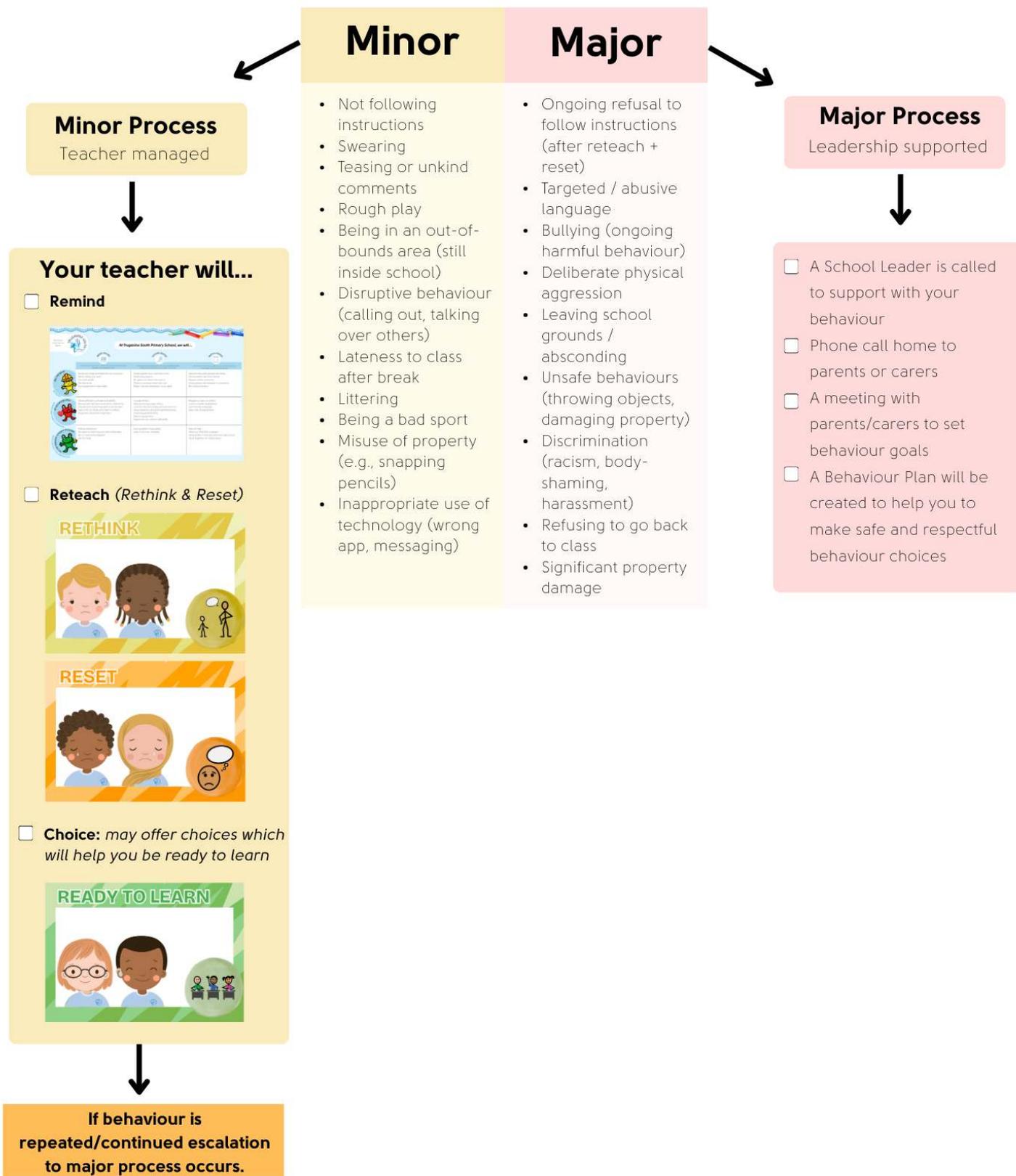


Student Version



Behaviour Response Flowchart

Student Version





2026 WELLBEING AND INCLUSION TEAM



Paul BOMBACI
Principal



Cass BECKMAN
Assistant Principal



Alex WREN
Wellbeing and Inclusion
Leading Teacher



Nicole SPITALIERI
Wellbeing and Inclusion
Leading Teacher



Thea CANONIGO
Speech and
Language Therapist



Julia WOOD
Educational Support

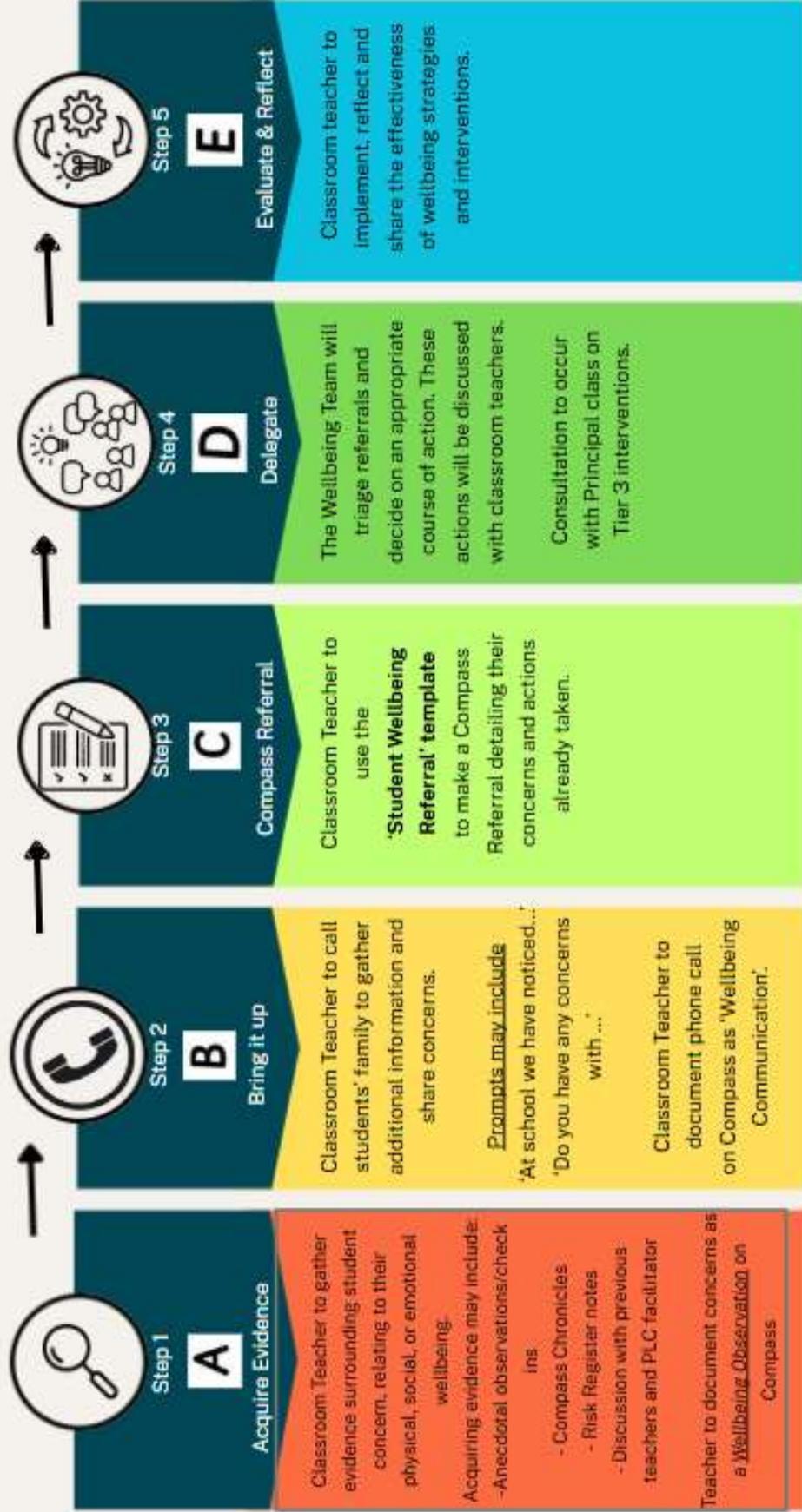




REFERRALS STUDENT WELLBEING PROCESS



IF YOU BELIEVE A STUDENTS WELLBEING/SAFETY IS IN IMMEDIATE **DANGER** OR YOU HAVE A STRONG CAUSE FOR CONCERN, PLEASE CONTACT THE WELLBEING/PRIN TEAM **URGENTLY**

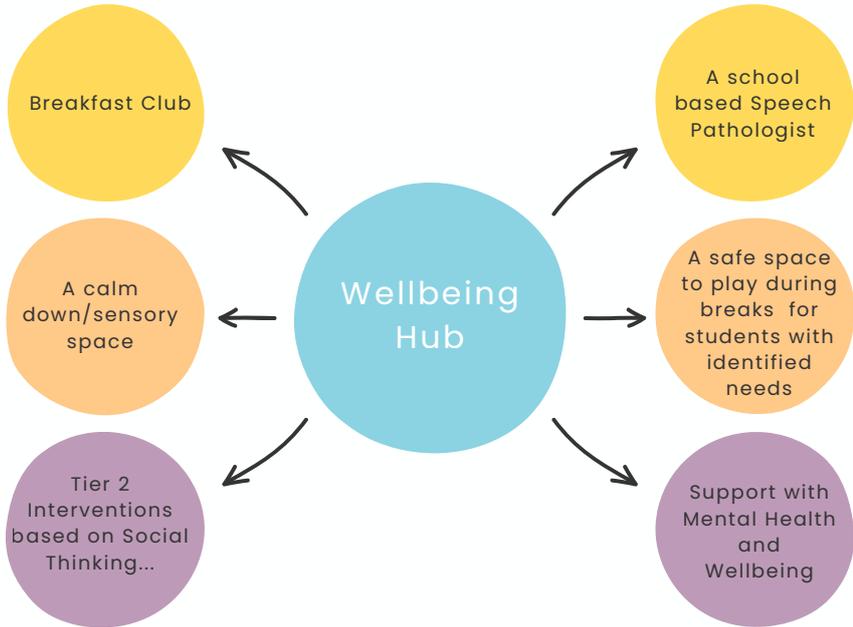


What does the Wellbeing Hub offer?

The Wellbeing Hub is the heart of student support at TSPS.

It is a dedicated space where students can regulate, reset, and receive the help they need to access learning. The hub provides sensory tools, calming activities, targeted interventions, and wellbeing support coordinated by our Wellbeing and Inclusion Leading Teachers and school-based Speech Pathologist.

The space is used proactively to teach emotional regulation, resilience, and social skills, and responsively when students need support to return to the Green Zone and re-engage in learning. Our hub is an important part of the school's Multi-Tiered System of Supports (MTSS) and works closely with teachers, ES staff, families, and external providers to ensure every student is supported to thrive.



Universal (Tier 1) Supports

- A safe and inclusive environment for all students
- Whole-school wellbeing initiatives
- Support for teachers implementing SWPBS
- Classroom check-in tools and strategies

Targeted (Tier 2) Supports

- Small group intervention programs (e.g., emotional regulation, social skills, anxiety groups)
- Short check-ins for students who need brief support to be ready to learn
- Play-based social coaching during recess and lunch
- Break cards / reset spaces coordinated with classroom teachers

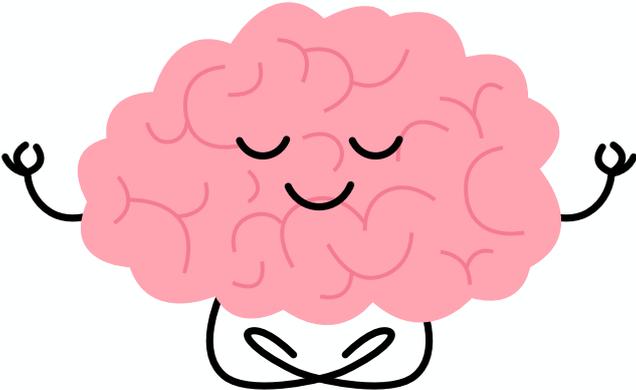
Individualised (Tier 3) Supports

- Behaviour support planning and collaboration with teachers
- Individual regulation plans and student safety plans
- Case meetings with families
- Coordinated support with external agencies

Mindfulness Routines

Mindfulness supports learning by boosting focus, memory, and cognitive skills, while also improving wellbeing by reducing stress, anxiety, and emotional reactivity, creating a calmer, more resilient state conducive to both academic success and mental health through present-moment awareness and better self-regulation. It helps learners engage better with material and manage challenging emotions that hinder learning.

At TSPS we all take part in a mindfulness or breathing short 3min Moment when the students come back into the classrooms after a play break. This helps the students to regulate and calm their mind and body ready for learning.



Morning Routine

Morning Routine (Foundation - Year 6)

School starts at 8.40am - Students enter the classroom

8.40 - 8.50 - Students organise themselves for the day and have equipment ready to learn. Students read Independently.

8.50 - 9am -

- Greeting (Positive Primer) and Roll Call
- Acknowledgment to Country
- Reminder of Values and School Expectations
- Mini Lesson on Whole School Matrix focus
- Celebrate a class win - Link to Class Dojo



 **TRUGANINA SOUTH Primary School**
Child Friendly Commitment Statement





Truganina South Primary School is committed to Child Safety and has a zero tolerance for child abuse.

We support and respect all children and want them to feel safe, happy, included and empowered.

All adults that work at T.S.P.S. are trained to keep our children safe.

We are committed to providing an inclusive child safe environment, where children and young people have their voices heard about decisions that affect their lives.

T.S.P.S. welcomes everyone, regardless of who they are and what they believe in and make them feel like they belong.

The 7 Child Safe Standards

1. Everyone at our school believes that the safety of all our children is extremely important. Hurting each other or being violent is never okay. We care for each other and respect each other's cultural differences.
2. At the entrance of our school, as well as in each community, you will find our "Commitment Statement" around Child Safety.
3. Everyone at T.S.P.S. knows the clear expectations of appropriate behaviour towards children.
4. Our leadership members at T.S.P.S. have made sure that the people who work with us are safe and respectful towards children.
5. Everyone has been taught when and how to respond to the worries and concerns around children getting hurt.
6. Everyone thinks ahead to lower and remove risks of children getting hurt.
7. We all have the right to be heard and taken seriously and we will be supported in building healthy and respectful relationships.



People I can trust and a place I feel safe at school

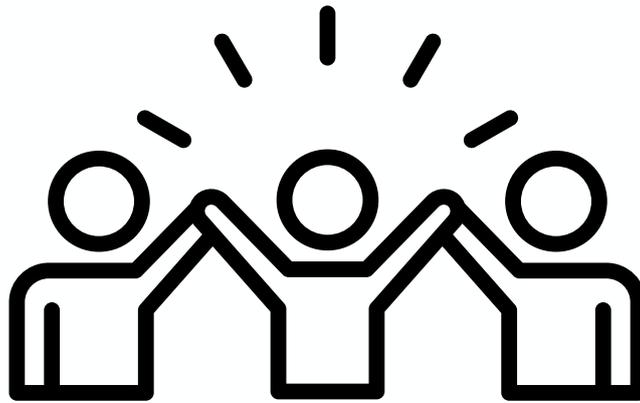


I can ...

- Step 1
- Step 2
- Step 3

How can schools and families support each other?

Schools and families partner by building mutual trust through open, two-way communication, valuing each other's insights, and collaborating on shared goals, creating consistency between home and school to support a child's holistic learning and success, with families feeling empowered and involved, not just informed. A strong partnership means listening to families, sharing both positives and challenges, making learning relevant, and creating welcoming spaces where parents feel like valued experts on their children, leading to better student outcomes like improved behaviour and engagement.



A. What is the Rights, Resilience and Respectful Relationship Program ?



The Respectful Relationships whole-school approach recognises that schools are a workplace, a community hub and a place of learning. Everyone involved in our school community deserves to be respected, valued and treated equally.

We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and equality are lived across the school community, and when classroom learning is reinforced by what is modelled in our school community.

The topics covered are:

1. Emotional Literacy
2. Personal Strengths
3. Positive Coping
4. Problem Solving
5. Stress Management
6. Help-Seeking
7. Gender and Identity
8. Positive Gender Relations

Responding to Behaviour



APPENDIX: Restorative Prompts

