



Positive Behaviour for Learning (PBL) Handbook

2025

Hawker Area School

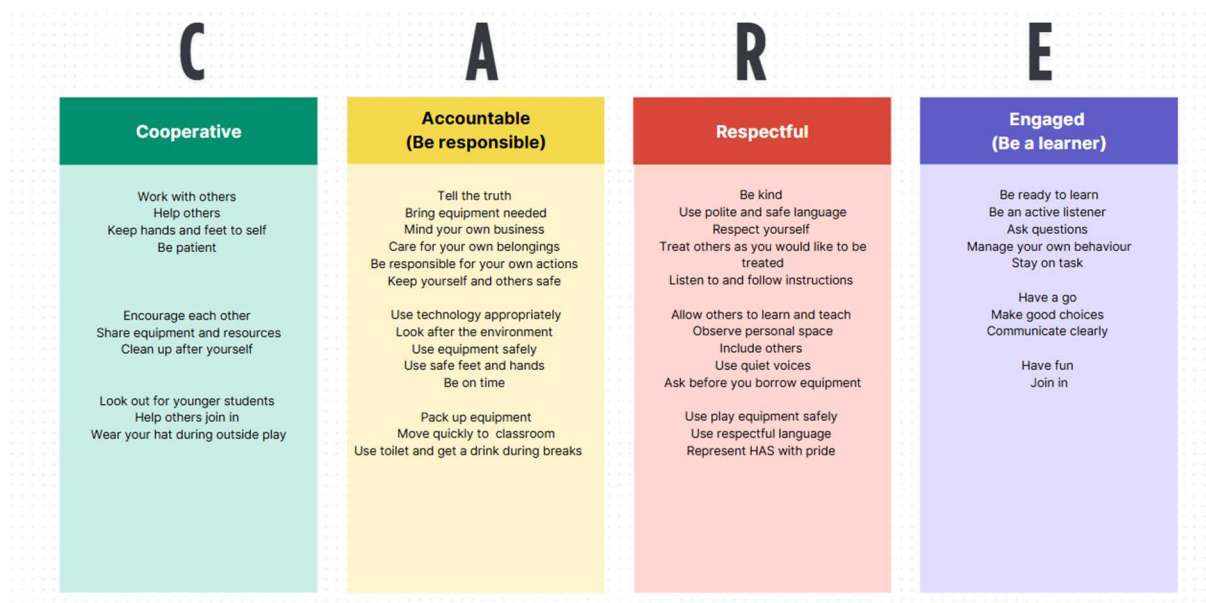
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Overview


Positive Behaviour for Learning (PBL) provides the framework for a whole-school, evidence-based approach to behaviour support. It is grounded in the understanding that appropriate behaviours, like academic skills, must be explicitly taught to ensure student success both within and beyond the school environment. PBL promotes the establishment of positive, structured learning environments through the implementation of research-informed practices and proactive, school-wide systems designed to define, teach, and reinforce expected behaviours. The framework emphasises prevention, utilises a tiered model of support that aligns the intensity of intervention with the level of behavioural need, and ensures that all students receive consistent, foundational behavioural support from all staff across all school settings.

Expectations for student behaviour are defined by a school-based team and effective behaviour support is implemented consistently by staff and administration. Positive behaviours are taught, publicly acknowledged and reinforced, and problem behaviours have clear consequences. Student behaviour is monitored and tracked, with staff receiving regular feedback on this. Effective behaviour support is implemented at the school- wide level. It is designed to meet the needs of all students.



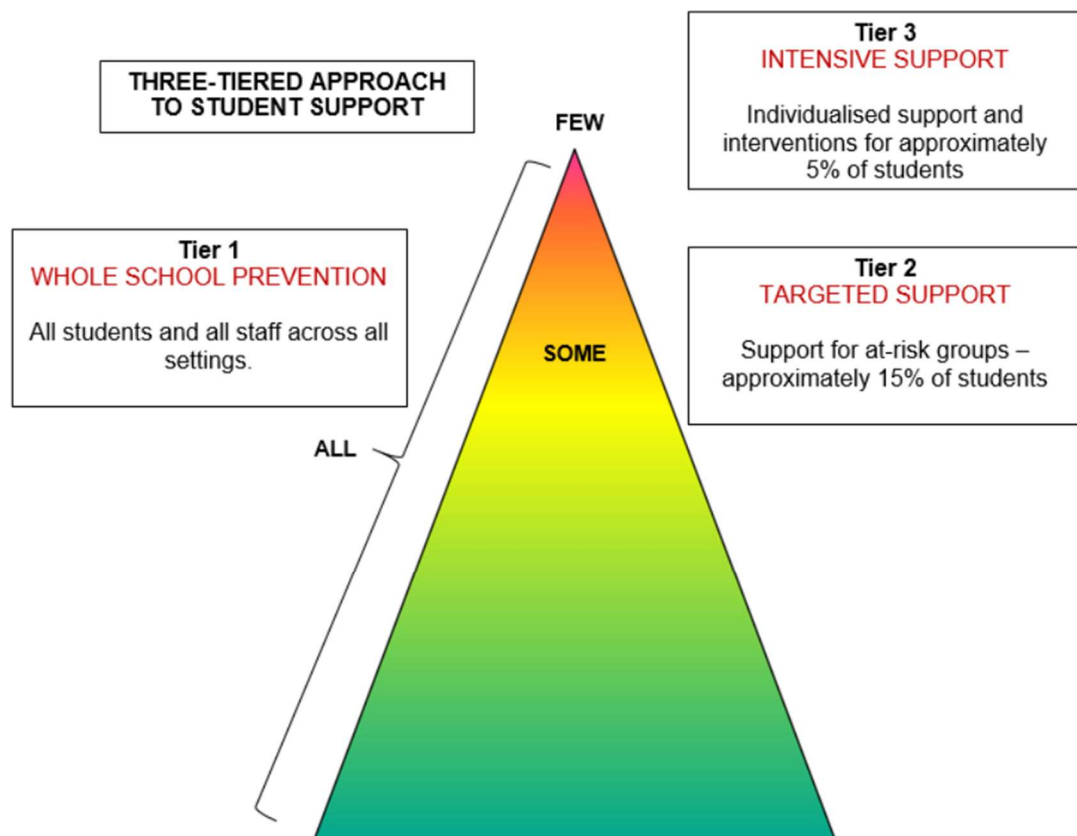
Universal Behaviour Supports

The initial step in promoting positive behavioural standards is to clearly communicate these expectations to all students. At Hawker Area School, these standards are articulated through the Behaviour Matrix, which serves as a key reference for expected conduct. The school prioritises the explicit demonstration, instruction, and reinforcement of positive behaviours within the learning environment. Communicating behavioural expectations functions as a universal support strategy, aimed at all students, with the dual purpose of preventing inappropriate behaviours and establishing a consistent framework for addressing instances of misconduct.

 HAWKER AREA SCHOOL EXPECTATIONS			
	AT ALL TIMES	IN THE LEARNING ENVIRONMENT	IN THE SCHOOL GROUNDS AND COMMUNITY
BE RESPECTFUL	Be kind Use polite and safe language Respect yourself Treat others as you would like to be treated Listen to and follow instructions	Allow others to learn and teach Observe Personal Space Include others Use quiet voices Ask before you borrow equipment	Use play equipment safely Use respectful language Represent HAS with pride
BE RESPONSIBLE	Tell the truth Bring equipment needed Mind your own business Care for your own belongings Be responsible for your own actions Keep yourself and others safe	Use technology appropriately and as directed Look after the environment Use equipment safely Use safe feet and hands Be on time	Pack up equipment Move quickly to classroom on the bell Use toilet and get a drink during break times
BE COOPERATIVE	Work with others Help others Keep hands and feet to self Be patient	Encourage each other Share equipment and resources Clean up after yourself	Look out for younger students Help others join in Wear your hat during outside play
BE A LEARNER	Be ready to learn Be an active listener Ask questions Manage your own behaviour Stay on task	Have a go Make good choices Communicate clearly	Have a go Have fun Join in

The Three-Tiered System of Prevention

PBL provides a model of support for all students, consisting of 3 tiers of intervention. The tiers represent levels of intervention. These three demographic zones of problem behaviour prevention are represented in the “PBL triangle” by the colours green (Tier 1), yellow (Tier 2) and red (Tier 3).



Tier 1 (Green Zone) – Universal Supports

Tier 1, or the Green Zone, represents the majority of students—approximately 80–85%—who do not display, or are not likely to develop, serious or challenging behaviours. These students are supported through proactive, school-wide systems of support that are embedded into everyday practice and delivered by teaching staff.

Tier 1 focuses on differentiated and explicit teaching for all students, forming the foundation of the PBL framework. Interventions occur across all school settings—whole-school, classroom, and non-classroom—and address academic, emotional, and behavioural domains. Key components include the explicit teaching of behavioural expectations and social-emotional skills, clearly established boundaries, consistent and high rates of positive acknowledgements, effective instructional practices, and active supervision. By consistently

implementing these universal strategies, schools create a positive, predictable, and safe learning environment that supports the success of every student.

Tier 2 (Yellow Zone) – Targeted Interventions

Tier 2, or the Yellow Zone, represents the 7–10% of students who are at risk of developing chronic behavioural challenges and require more targeted support in addition to the universal Tier 1 strategies. These students may exhibit ongoing concerns across social, emotional, behavioural, or academic areas and are not fully responding to school-wide interventions.

Tier 2 provides focused support through structured, small-group or individualized interventions aimed at preventing escalation and reducing the number of students requiring intensive support. While students continue to benefit from whole-school strategies, they also receive targeted assistance such as daily check-ins, academic modifications, mentoring, or participation in social skills groups. These supports are designed to be timely, efficient, and flexible, helping students to re-engage with learning and develop the skills needed for success within the school environment.

Tier 3 (Red Zone) – Targeted Interventions

Tier 3, or the Red Zone, represents approximately 1–5% of students who demonstrate chronic, severe, or highly complex behaviours that significantly impact their learning and wellbeing. These students require intensive, individualized support in addition to the foundational Tier 1 strategies and targeted Tier 2 interventions.

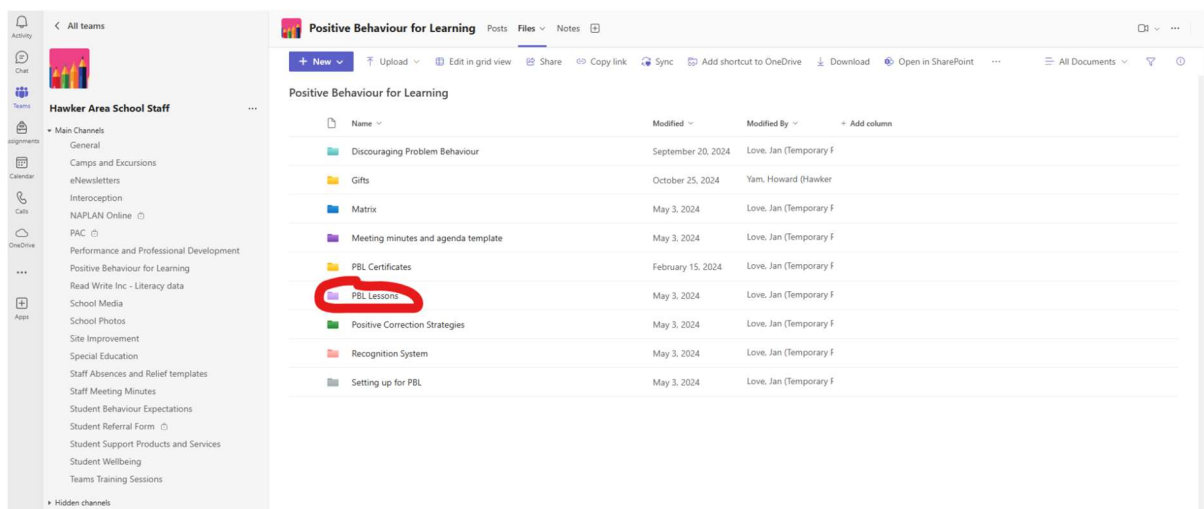
Tier 3 focuses on reducing the intensity and complexity of each student's unique needs through a highly personalized approach. Support is coordinated through a case management model and may involve the development of Individual Behaviour Support Plans, collaboration with guidance officers or behaviour specialists, and ongoing monitoring and review.

While Tier 3 interventions are tailored, it is essential that these students continue to access the same universal supports provided to all students. The success of Tier 3 is heavily reliant on the strength and consistency of Tier 1 implementation across the school.

Teaching Expected School Behaviours

At Hawker Area School, Positive Behaviour for Learning (PBL) is strengthened through the regular teaching and reinforcement of school-wide expectations. These expectations are directly linked to the Behaviour Matrix and are delivered through lessons developed on an annual cycle. All staff are expected to consistently reinforce these expectations across all settings—both in and out of the classroom. To support this, structured lesson plans are available to staff via Microsoft Teams under the "Positive Behaviour for Learning" section.

The communication of our key behavioural messages is further supported by a reinforcement system that provides students with immediate feedback for demonstrating expected behaviours. This system is designed to enhance both the frequency and quality of positive interactions between staff and students, creating a more supportive and engaging school environment.



The screenshot displays the Microsoft Teams interface for the 'Hawker Area School Staff' team. The left sidebar shows the 'Main Channels' list, including 'General', 'Camps and Excursions', 'eNewsletters', 'Interception', 'NAPLAN Online', 'PAC', 'Performance and Professional Development', 'Positive Behaviour for Learning', 'Read Write Inc - Literacy data', 'School Media', 'School Photos', 'Site Improvement', 'Special Education', 'Staff Absences and Relief templates', 'Staff Meeting Minutes', 'Student Behaviour Expectations', 'Student Referral Form', 'Student Support Products and Services', 'Student Wellbeing', and 'Teams Training Sessions'. The 'Positive Behaviour for Learning' channel is selected, showing a list of files. The 'PBL Lessons' file is highlighted with a red circle.

Name	Modified	Modified By
Discouraging Problem Behaviour	September 20, 2024	Love, Jan (Temporary F)
Gifts	October 25, 2024	Yam, Howard (Hawker)
Matrix	May 3, 2024	Love, Jan (Temporary F)
Meeting minutes and agenda template	May 3, 2024	Love, Jan (Temporary F)
PBL Certificates	February 15, 2024	Love, Jan (Temporary F)
PBL Lessons	May 3, 2024	Love, Jan (Temporary F)
Positive Correction Strategies	May 3, 2024	Love, Jan (Temporary F)
Recognition System	May 3, 2024	Love, Jan (Temporary F)
Setting up for PBL	May 3, 2024	Love, Jan (Temporary F)

Warndu Ticket Recognition

At Hawker Area School, we believe in recognising and reinforcing positive student behaviours that align with our core values: Learner, Respect, Responsible, and Cooperative. The Warndu Ticket system is designed to provide consistent, meaningful acknowledgment of students who demonstrate behaviours that go above and beyond basic expectations. This policy outlines the specific criteria for awarding Warndu tickets, the process for recognition, and the expectations for staff implementation to ensure fairness and consistency across all classrooms and settings.

Research supports that behaviour-specific praise and tangible reinforcement, when used strategically, can increase student engagement and motivation (PBIS, 2023; Cook et al., 2017). However, to maintain the integrity of the system, tickets must be awarded thoughtfully and intentionally—not for routine compliance but for genuine effort, growth, or exceptional behaviour.

This policy applies to all teaching and support staff, as well as both primary and secondary school students.

Qualifying Behaviours for Warndu Tickets

Warndu tickets are awarded when students demonstrate behaviours that exceed baseline expectations. Below are the specific criteria for each of our school values:

Learner

Award a ticket when a student:

- ✓ Asks thoughtful questions that show curiosity ("Why does this happen?" "How could we solve this?").
- ✓ Persists through challenges without giving up, even if they don't succeed immediately.
- ✓ Helps peers learn by explaining concepts (without doing the work for them).
- ✓ Corrects their own mistakes after realising an error.

Do NOT award for:

- ✗ Simply completing work.
- ✗ Passive listening or following basic instructions.

Example:

- ☒ "Liam, I noticed you kept trying different strategies to solve that math problem—that's being a great Learner!"

Respect

Award a ticket when a student:

- ✓ Uses polite language unprompted ("Excuse me," "Thank you").
- ✓ Listens actively (eye contact, nodding, responding thoughtfully).
- ✓ Respectfully disagrees ("I see it differently because...").
- ✓ Includes peers who are left out.

Do NOT award for:

- ✗ Routine "please" or "thank you" after reminders.
- ✗ Silent compliance without engagement.

Example:

- ☒ "Liam, I noticed you used polite words even when you disagreed—that's being Respectful!"

Responsible

Award a ticket when a student:

- ✓ Tidies shared spaces without being asked.
- ✓ Prepares materials in advance (e.g., sets up their desk before the lesson starts).
- ✓ Owns up to mistakes ("I forgot my book—I'll make sure to bring it tomorrow.").
- ✓ Follows through on commitments (e.g., completes a job they volunteered for).

Do NOT award for:

- ✗ Basic rule-following (e.g., sitting when asked).
- ✗ Tasks done under direct supervision.

Example:

- ☒ "Jayden, you noticed the art supplies were messy and organised them—that's being Responsible!"

Cooperative

Award a ticket when a student:

- ✓ Compromises during disagreements ("We can play your game first, then mine.").
- ✓ Adjusts their role to help the group succeed.
- ✓ Encourages struggling teammates ("You've got this!").
- ✓ Shares resources fairly without arguing.

Do NOT award for:

- ✗ Simply working in a group.
- ✗ Following direct instructions (e.g., "Get into pairs").

Example:

- ☒ "Sophia, you changed your idea so the group could agree—that's excellent Cooperation!"

How to Award Warndu Tickets

To ensure consistency, all staff must follow the 3-Step Recognition Process when awarding tickets:

1. Describe the Behavior (Be specific!)

Clearly state what the student did.

- ✗ "Good job!"
- ☒ "Riley, you helped Sam pick up his pencils when they spilled—that was very kind!"

2. Link to School Values

Explain which value the behavior represents.

"This shows Respect because you helped without being asked."

3. Give the Ticket

Hand the ticket to the student with a brief positive comment.

"Keep up the great work!"

- ✗ No group tickets (each ticket must be individually earned).

✗ No bribes ("If you sit down, you'll get a ticket").

✗ No vague reasons ("Here's a ticket for being good").

Monitoring and Consistency

To ensure all staff implement the system fairly:

Weekly Spot Checks: Leadership will observe 2–3 teachers randomly to verify correct awarding.

Student Interviews: Randomly ask students, "Why did you earn this ticket?" to check understanding.

Ticket records: Teachers record Warndu tickets on Microsoft

Positive Behaviour Rewards and Data Collection Processes



Classroom SSO records Warndu Tickets in Microsoft Teams (PBL Data) Private Channel.

Instructional video can be found in Microsoft Teams (PBL Data): General → Files

Acknowledging expected school behaviours – Warndu Tickets

Fast and Frequent Acknowledgements

Staff at Hawker Area School are encouraged to consistently acknowledge students who demonstrate expected behaviours using a range of strategies. These may include non-verbal cues, spoken or written praise, or reaching out to families with positive feedback. Within the classroom setting, students are rewarded with Warndu Tickets—tangible tokens of recognition that celebrate and reinforce positive behaviour.



Reward Café

Every three weeks, students have the opportunity to attend the Reward Café, where they are accompanied by teaching staff. During their visit, they can exchange their collected Warndu Tickets for a variety of prizes, providing motivation and reinforcing the value of positive behaviour across the school.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2				Reward Cafe	
Week 3					
Week 4					
Week 5				Reward Cafe	
Week 6					
Week 7					
Week 8				Reward Cafe	
Week 9					
Week 10					

Positive phrases to use in class

Instead of saying...	Try saying...
Sit down	I will begin as soon as everyone is seated.
Put that away! Stop playing around!	I will begin as soon as everyone shows me they are ready
Be quiet! Shut up! Stop talking!	I will begin as soon as everyone is quiet. Anyone who would like to speak is welcome to raise their hand and wait to be called on.
Why aren't you on the right page?	I will be working from page ____
Stop yelling! Calm down!	I will listen as soon as your voice is as calm as mine
What's wrong with you? You can't talk to me like that!	I will be glad to discuss this when respect is shown
Stop arguing with me!	I will be glad to discuss this with you as soon as the arguing stops
Get out of my classroom!	Feel free to come back to the room as soon as you are calm

Strategies for Managing Behaviours

Student entry	<ul style="list-style-type: none"> • Sets the tone of your lesson • Ensure you can see students as they enter the room to minimise silliness
Late students	<ul style="list-style-type: none"> • Welcome child or give no response • If necessary, speak with child when you have time • Celebrate promptness
Greeting	<ul style="list-style-type: none"> • Formally or informally greet students • Welcome students back from breaks
Rules referred to Consequences applied	<ul style="list-style-type: none"> • Have clear class rules (no more than 5 or 6) • Refer to rules if one is broken • Refer to rules regularly especially at the beginning of each term • If you have offered a choice and the behaviour continues, apply a consequence • It may be necessary to apply a consequence without offering a choice depending on the behaviour
Time spent introducing lesson	<ul style="list-style-type: none"> • Introduce and have students 'doing' • Make instructions clear and concise. The following describes an effective process: Give the instruction Wait and scan Give 2 descriptive encouragers Move in Thank student if compliance occurs or give a choice if no compliance • Use cue cards illustrating instruction given often and point at them
What/ Why/ How	<ul style="list-style-type: none"> • Curriculum: Tell students the what, why and how of the lesson you are about to teach • Behaviour: Tell students the what, why and how of behaviour for the lesson you are about to teach
Activity change	<ul style="list-style-type: none"> • When ending or changing an activity during a teaching period Review the previous lesson if following on Establish and work from routines Use time or other encourager
Communication techniques	<ul style="list-style-type: none"> • Use a variety of techniques to address behaviour e.g. <ul style="list-style-type: none"> ➤ Question for understanding i.e. Do you know what to do? "What should you be doing?" ➤ Use reflection questioning i.e. What is the rule about listening? "What do we do when...?" ➤ Actively listen i.e. Be aware of other cues when discussing problems with students such as body language

	➤ Speak using a calm, friendly, firm, measured tone
Positive feedback	<ul style="list-style-type: none"> • Give positive feedback individually, to groups and whole class regularly • Touch their work, make eye contact and smile, give thumb-up signal
Descriptively encourage to ensure effectiveness of instruction	<ul style="list-style-type: none"> • Having given an instruction, wait and scan the class, if some are not on-task refer to those who are e.g. 'pencils down and eyes this away'
Cue with parallel acknowledgement	<ul style="list-style-type: none"> • Normally begins with 'I like the way Matthew is sitting up, great stuff Matt' or 'Look at Bob, he is writing his story, well done Bob' or 'This group is working well, they're talking about their work'. Etc
Description of reality	<ul style="list-style-type: none"> • State what you see that is wrong e.g. 'There is no paper on the floor next to you' or 'Our books are closed and we've started writing'
Individual close talk	<ul style="list-style-type: none"> • Move to student calmly • Deliver redirection in close proximity using a calm, firm, friendly and measured tone
Move about to students working individually or in groups	<ul style="list-style-type: none"> • Make the effort to engage in discussion about the task at hand with each student, during the lesson – not just those that raise their hand to ask a question
Teacher movement around the room	<ul style="list-style-type: none"> • While instructing or having class discussion, move about the room to minimise inappropriate behaviour
Peripheral vision	<ul style="list-style-type: none"> • While working on the board or one to one with students ensure you scan the class regularly
Selective attending	<ul style="list-style-type: none"> • Pay minimal attend to off-task behaviour if it is not seriously disrupting the lesson. Beware about putting on 'the blinkers' e.g. 'I will speak with you when I am ready.'
Verbal and non-verbal redirecting to learning	<ul style="list-style-type: none"> • Curriculum redirections, eye contact, hand gestures, proximity, non-verbal messages (head, hand and eye) smile or pause in talk • Questioning to redirect, call students name and giving redirections
Giving a choice	<ul style="list-style-type: none"> • Give it in a calm, firm tone in close proximity and avoid making it sound like a threat • Allow up to 15 seconds for the student to make their choice
Enter secondary behaviour	<ul style="list-style-type: none"> • Avoid being led into secondary behaviour issues • A form of secondary behaviour is where a student attempts to anger/ frustrate the teacher by responding sluggishly to a request, giving provocative responses of grunting and other non-verbals
Class discussion at end of activity or lesson	<ul style="list-style-type: none"> • Review the curriculum of the activity or lesson e.g. 'People are choosing books at their level during silent reading, well done.' • Review behaviour of the activity of lesson

Post lesson discussion	<ul style="list-style-type: none"> Tell a student who was off-task, annoying, disruptive, etc during the lesson that you will need to speak with them at the end of the lesson <p>Restorative Discussion</p> <ol style="list-style-type: none"> 1. What did you do? What happened? 2. What rule did you break? 3. What can be done to fix things? 4. What might you do differently next time? 5. What do you think I should do if I see the same/ similar behaviour again/ for the rest of the lesson/ in the next 5 minutes?
Student exit	<ul style="list-style-type: none"> Establish routines of dismissal to ensure sensibility as they leave