



HELENSVALE

STATE HIGH

2017

**THE
'VALE WAY**

**SCHOOLWIDE
EXPECTATIONS**

Our Learning Values:

RESPECTFUL	RESPONSIBLE	RESILIENT
'Treat others the way you want to be treated'	'Follow directions without debate – it's about time and place'	'Never ever give up'
<ul style="list-style-type: none"> • I respect who I am • I listen to seek understanding • I value others, property and our environment 	<ul style="list-style-type: none"> • I strive to do the right thing • I am responsible for my own behaviour • I uphold the reputation, values and rules of the school. 	<ul style="list-style-type: none"> • I believe • I reach out • I bounce back

Our Behavioural Values:

The staff at the school has developed their own 'Trademark behaviours' that define the way we behave, collaborate and work together.

We are United	We are Innovative	We are Positive
I am:	I am:	I am:
<ul style="list-style-type: none"> • Accountable • Supportive • Open & Honest 	<ul style="list-style-type: none"> • Creative • Collaborative • Reflective 	<ul style="list-style-type: none"> • Driven to act • Respectful • Optimistic

Explicit Teaching of PB4L Academic and Social Behaviours

Academic Behaviours	Social Behaviours
<ul style="list-style-type: none"> • Students arrive on time • Students are prepared and organised • Students are focussed on learning and actively participating • Students complete classroom activities, homework and assessment tasks on time 	<ul style="list-style-type: none"> • Students attend 93% of the required time • Students practise positive peer and adult relationships • Students use appropriate language at all times • Students show fairness and support for each other when working in a group or team activity

The HOD Positive Behaviour and the Deans are an integral part of the 'Vale Way. They help to build positive relationships between staff, students and parents for the wellbeing of all and aid in the consistent engagement with the school's expectations and values.

Our BIG 5 Critical Questions



2593

Attendance
LOA A-C

NAPLAN U2B
QCS As • OP1-5
LOA As

2017
Spotlight

Reading & Numeracy
Staff & Student Wellbeing
Student Goal Setting
Let's IMPACT Thinking

We **Believe** in One Student, One Community, Many Futures.
We **Aspire** for each and every student to achieve at high levels.
We **Value** respect, responsibility, resilience.

HSHS SCHOOL WIDE EXPECTATIONS – ‘The Vale Way’.

1. Classroom Expectations – **Creating a Positive Learning Environment**

Responsibility of Classroom Teacher	Responsibility of Curriculum HODs	Responsibility of Deans.
<ul style="list-style-type: none"> ✓ Follow the ‘Vale Way ✓ Engage with and explicitly teach PB4L focus lessons ✓ Emphasise the 3 learning values: Respect Responsibility, Resilience ✓ Familiarise yourself with the 10 Essential Skills of Classroom Management ✓ With students establish clear and concise classroom rules – include: lining up prepared for class, no food or drink other than water allowed in the room ✓ With students emphasise clearly the learning expectations: arrive on time, bring equipment, stay on task, complete all set work, assessment handed in on time ✓ Publish classroom rules and expectations with reference to the Behaviour and Effort Reporting Rubrics ✓ Display in classroom - record in daily planner ✓ Model desired behaviours ✓ Dismiss students after the bell rings ✓ Re-visit student use of electronic devices policy – turned off and out of sight, no earphones to be visible ✓ Leave the classroom tidy and clean ready for the next class ✓ Issue appropriate consequences for failure to comply as per the ‘Vale Way 	<ul style="list-style-type: none"> ✓ Follow the ‘Vale Way ✓ Encourage engagement with PB4L focus lessons ✓ Emphasise the importance of teachers using the 10 Essential Skills of Classroom Management ✓ Ensure there are clear and concise classroom rules and expectations established by your staff for each Year Level ✓ Support staff experiencing classroom management difficulties ✓ Refer staff who require extra support to the HOD P/Behaviour and or DP ✓ Issue consequences for inappropriate behaviour when necessary ✓ Record any actions and parent contact on OneSchool ✓ Discuss escalating issues with students to HOD P/Behaviour and/or Deans or Academy Director ✓ Attend (when issued by you) re-entry from suspension interviews 	<ul style="list-style-type: none"> ✓ Follow the ‘Vale Way ✓ Prepare and facilitate delivery of PB4L focus lessons ✓ Work with teachers to establish good classroom management practices using the 10 Essential Skills ✓ Support teachers with highly at risk students in their classroom ✓ Communicate regularly with the classroom teacher, appropriate HODs and DPs regarding behaviour at risk students ✓ Offer PD on the 10 Essential Classroom Management Skills ✓ Communicate regularly with staff regarding the Vale Way ✓ Respond to HOD referrals when they have exhausted all other avenues ✓ Communicate with parents/caregivers ✓ Attend the re-entry from suspension interviews with the appropriate teacher and /or Curriculum HOD when appropriate ✓ Issue behaviour cards and monitor student progress ✓ Record any actions and contacts in OneSchool

<ul style="list-style-type: none">✓ Communicate with parents and caregivers – record on OneSchool✓ Enter all incidents and contacts onto One School✓ If action is required refer incidents/contacts to appropriate personnel: HOD Curriculum, HOD P/Behaviour, Dean and/or GO✓ Attend when appropriate re-entry from suspension interviews		
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2. The Buddy System – Working Together to Maintain a Positive Learning Environment

Responsibility of Classroom Teacher	Responsibility of Buddy Teacher	Responsibility of HOD
<ul style="list-style-type: none"> ✓ Make sure you understand the purpose of the Buddy System ✓ Submit a copy of your t/table to your HOD indicating the closest buddy teacher and classroom ✓ Add your Buddy Teacher to the 'Work for Class of Absent Teacher' document when you are absent school ✓ Send the student to the buddy class with subject work to be completed ✓ Follow up with the student after class or during lunchtime ✓ Issue an appropriate consequence ✓ Document the incident on OneSchool to ensure a record is kept for any following issues ✓ Contact parent/caregiver and record on OneSchool 	<ul style="list-style-type: none"> ✓ Accept student into your classroom ✓ Provide a safe, respectful time-out for the student ✓ Do not engage in a discipline conversation re the incident. ✓ Send student back to classroom teacher at end of lesson for teacher/student follow up interview. ✓ Ensure student uses the time within class productively ✓ Send student back to regular classroom teacher with completed work at the end of the lesson 	<ul style="list-style-type: none"> ✓ Outline the purpose of the Buddy System with your staff ✓ Working with staff timetables identify teachers who are working in classrooms close together ✓ Negotiate with staff the pairing of year level teachers ✓ Maintain teacher timetables to form a record of each staff member's buddy ✓ Support staff when students do not follow instructions and are unwilling to attend Buddy Class.

3. Explicit teaching of PB4L Academic Behaviours – **Readiness for Learning**

- Students arrive on time
- Students are prepared and organised for each class
- Students are focussed on the learning – actively participating
- Students complete classroom activities, homework and assessment tasks

Responsibility of Classroom Teacher (RTI – Skill/Will)	Responsibility of HOD (RTI – Skill/Will)	Responsibility of Deans (RTI-Will)
<ul style="list-style-type: none"> ✓ Explicitly teach desired academic behaviours and expectations – use student daily planner ✓ Engage with the prepared PB4L lessons that focus on the four academic behaviours when provided ✓ Understand and follow the HSHS Assessment Policy and procedures ✓ Where appropriate issue consequences for failure to comply ✓ Identify students RTI requirements in your classroom and through the PLT process ✓ Work in the classroom with students requiring Tier One RTI (differentiation) ✓ Collaborate with C/HOD and teachers re RTI Tier Two ‘skill’ students requiring further assistance or extension in addition to the classroom ✓ Collaborate with C/HOD and teachers regarding RTI ‘will’ students required to attend Monday afternoon sessions with SSS team. ✓ Track progress of RTI students ✓ Refer to Behaviour and Effort Reporting Rubrics 	<ul style="list-style-type: none"> ✓ Discuss with teachers and emphasise the importance of explicitly teaching the desired academic behaviours and expectations ✓ Check the engagement of teachers with prepared PB4L lessons ✓ Monitor rigorously teacher’s understanding and use of the HSHS Assessment Policy and procedures ✓ Collaborate with your curriculum teachers and your assigned PLTs to identify the students requiring RTI ✓ Plan a process with teachers to support Tier Two RTI students requiring further assistance or extension in addition to the regular classroom ✓ Collaborate with teachers regarding RTI ‘will’ students attending Monday afternoon sessions with the SSS team ✓ Establish a communication chain with SSS team to inform them of students assigned to Monday afternoon sessions ✓ Develop a process to monitor progress of Tier Two RTI students 	<ul style="list-style-type: none"> ✓ Prepare PB4L lessons that explicitly teach the four focussed academic behaviours ✓ Remind and encourage teachers to use the student’s daily planner ✓ Communicate the weekly focus to all staff ✓ Understand and follow the HSHS Assessment Policy ✓ Collaborate with teachers regarding the academic requirements for Tier Two ‘will’ students ✓ Oversee on Monday afternoons with the SSS team RTI Tier Two ‘will’ planned sessions. ✓ Communicate attendance and engagement of Tier Two RTI ‘will’ students to teachers and C/HODs after each session

4. Explicit teaching of PB4L Social Behaviours – Establish a positive stress free classroom

- Students attend 93% of the required time
- Students practise positive peer and adult relationships
- Students use appropriate language at all times
- Students show fairness and support for each other when working in a group or team activity

Responsibility of Classroom Teacher	Responsibility of HOD	Responsibility of the Deans
<ul style="list-style-type: none"> ✓ Monitor student attendance as per attendance and roll marking (No.5.) ✓ Explicitly teach and model desired social behaviours in your classroom- utilise the Student Daily Planner ✓ Engage with the Smiling Mind Program (smilingmind.com.au) ✓ Understand and follow behaviour procedures outlined in the 'Vale Way (No.1) ✓ Engage with and explicitly teach the PB4L prepared lessons regarding appropriate social behaviours ✓ Actively supervise and encourage positive behaviour from students during PGD ✓ Be familiar with the HSHS Anti Bullying Policy and follow the procedures ✓ Refer to Behaviour and Effort Reporting Rubrics 	<ul style="list-style-type: none"> ✓ Ensure roll marking procedures are followed ✓ Understand and follow behaviour procedures outlined in the 'Vale Way ✓ Encourage teachers to utilise the positive Wellbeing programs in their classroom provided through PB4L, the Student Daily Planner and Smiling Mind Program ✓ Support teachers to establish positive relationships with students, parents and peers. 	<ul style="list-style-type: none"> ✓ Prepare PB4L lessons that focus on the explicit teaching of social behaviours. ✓ Collaborate with the GOs and SSS team to provide pro-active programs for students to develop positive relationships ✓ Refer to and follow the HSHS Anti Bullying Policy. ✓ Continually encourage and re-inforce appropriate student behaviours ✓ Implement where appropriate the principles of Restorative Justice

5. Student wellbeing – Caring for each Individual Child

Responsibility of Classroom Teacher	Responsibility of SEP Case Managers, HODs, D/Principals	Responsibility of Guidance Officers/Deans/Student Support Services Team (SSS)
<ul style="list-style-type: none"> ✓ Know your students ✓ Establish positive relationships ✓ Encourage positive student interaction with each other ✓ Engage fully with scheduled, prepared wellbeing lessons ✓ Monitor student behaviour ✓ Report to SEP Case Managers, HOD P/Behaviour and/or Deans notable behavioural changes in students ✓ Refer issues of concern to SSS through referral form ✓ Communicate urgent situations to Year Level GOs, DPs, HOD P/Behaviour ✓ Consult with GO the requirement for a mandated SP4 ✓ Communicate classroom issues where appropriate with the parent 	<ul style="list-style-type: none"> ✓ Respond to teacher concerns ✓ Discuss appropriate classroom strategies/plans to support the student and the teacher in the classroom ✓ Contact parents if and when appropriate ✓ Refer ongoing issues of concern to SSS team through referral form ✓ Record contacts on One School ✓ Communicate urgent situations to Year Level GOs ✓ Communicate with referral teacher ✓ Consult with GO the requirement for a mandated SP4 	<ul style="list-style-type: none"> ✓ Respond to SSS referrals ✓ Support teachers by communicating in-class strategies to support students ✓ Consult and communicate with appropriate personnel regarding student needs ✓ Provide appropriate strategies and management plans to assist the student and the teacher ✓ Assist staff to evaluate need for an SP4 to be compiled and sent by staff member ✓ Student appointments recorded with student services ✓ Regular case management meeting with relevant stakeholders

6. Attendance and Roll Marking – Primary Duty of Care

Responsibility of Roll Mark Teachers	Responsibility of Classroom Teacher	Responsibility of Deans/ Curriculum HODs
<ul style="list-style-type: none"> ✓ Collect communication folder from Common Room ✓ Line students up before entering the allocated classroom ✓ Students should be quiet whilst roll is being marked ✓ Roll should be marked electronically using <i>IDAttend</i> ✓ Mark present only the students who are sighted by you ✓ If student is present but has an explained absence on <i>IDAttend</i> please send immediately to Student services to override attendance ✓ Do a head count to make sure the roll is accurate ✓ Communicate morning notices to students ✓ Hand out appointment slips and messages to students ✓ Accept students up until the bell sounds (8.55am) and ensure they are marked present ✓ Send late students to Student Services ✓ Issue consequences to students who are persistently late to roll mark ✓ Insist on a 'reason for absence' note with students ✓ Check if a 'reason for absence' been entered on <i>IDAttend</i> the day the student returns ✓ Place reason for absence notes into communication folder and return folder to student services 	<ul style="list-style-type: none"> ✓ Mark the roll accurately on <i>IDAttend</i> every day at the <u>beginning</u> of the lesson ✓ Send paper roll when used to <i>S/Services</i> at the <u>beginning</u> of the lesson ✓ Mark present only the students who are sighted by you ✓ Do a head count to make sure the roll is accurate ✓ Send students immediately to student services immediately if have been recorded as absent incorrectly so roll can be amended ✓ Contact parents first to address ongoing absences before referring concerns to the HOD of curriculum ✓ Record parent contacts on One School <p>Lateness</p> <ul style="list-style-type: none"> ✓ Issue classroom consequences e.g. lunch detentions to address persistent lateness before referring to the HOD of curriculum for further consequences <p>Truancy</p> <ul style="list-style-type: none"> ✓ Follow up partial absences with your students to determine where they have been ✓ Contact parent/caregiver, and issue a consequence relevant to time lost ✓ 2nd truancy refer to HOD and an ASD is negotiated with parent and recorded 	<p>Year Level Dean</p> <ul style="list-style-type: none"> ✓ Maintain a data set for student attendance including partial absences ✓ Interrogate the data and communicate with staff students highly at risk ✓ Case manage red data students (including communication with parents, GO's, external organisations and DPs) when the classroom teacher has exhausted all avenues ✓ Record all contacts on One School ✓ Initiate enforcement of attendance processes for student attendance <85% <p>Lateness</p> <ul style="list-style-type: none"> ✓ Monitor student's lateness across the curriculum ✓ Communicate with teachers and HODs and apply appropriate consequences <p>Truancy</p> <ul style="list-style-type: none"> ✓ Follow up non-attendance at ASD ✓ Contact parent record on One School ✓ Re-schedule ASD ✓ Inform parent possibility of suspension for non-compliance ✓ Communicate with HODs and teachers via One School ✓ Send parent letter for low % of attendance ✓ High levels of consecutive days absent authorise Compulsory Attendance Letter

<ul style="list-style-type: none"> ✓ Alert attendance officer of students with 3 or more consecutive days unexplained absence as per white slip in communication folder ✓ Issue consequences for student failing to provide an explanation for their absence ✓ If student is present but has an explained absence on <i>IDAttend</i> please send immediately to Student services to override attendance ✓ Inform Year Level Deans of persistent absence, Truancy and attendance concerns 	<ul style="list-style-type: none"> ✓ Continuous truancy communicate with HOD and Year Level Dean ✓ Record all contacts on One School ✓ Inform Year Level Deans of persistent absence, Truancy and attendance concerns 	<p>Curriculum HODs</p> <ul style="list-style-type: none"> ✓ Support teachers to identify and issue consequences for truancy ✓ Record any actions and contacts in OneSchool ✓ Regularly check attendance levels of 'at risk' students ✓ Inform Year Level Deans of persistent absence, truancy and attendance concerns
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7. Uniform – Maintaining Standards

Responsibility of Roll Mark Teachers	Responsibility of Classroom Teachers	Responsibility of Deans
<ul style="list-style-type: none"> ✓ Check uniform as students enter the room ✓ Using <i>IDAttend</i> issue a lunchtime detention to all students out of uniform with no stamped note ✓ Record on <i>IDAttend</i> ✓ Send all students without an unstamped parent note to the Dean's office – the Dean will assess the uniform problem and remove student from lunch detention or follow up student's non-attendance. 	<p>Lessons 1 to 4.</p> <ul style="list-style-type: none"> ✓ Check uniform as students enter the room ✓ Request to sight note/stamp ✓ Issue 20 minute detention for the next day (CB06) for students with no note or stamp ✓ Log uniform infringement on <i>IDAttend</i> and ✓ Sign and date student's diary <p>Teachers on PGD</p> <ul style="list-style-type: none"> ✓ Request to sight note/stamp from Deans ✓ Request that student remove non-uniform item or go to Dean's office for a swap e.g. jumpers ✓ Send students in non-uniform hats directly to the Dean's office. ✓ Report any student non-compliance to relevant Year Level Dean (e-mail/phone) 	<ul style="list-style-type: none"> ✓ Check parent/caregiver notes ✓ Stamp student's note, record issue ✓ Confiscate uniform items if and when appropriate ✓ Arrange uniform swap if necessary ✓ Collate daily uniform detention roll and follow up student's non-attendance ✓ Remove students with parental notes from detention ✓ Supervise the ASD room ✓ Issue any further consequences if needed for non-compliance ✓ Communicate with parents ✓ Log the ASD ✓ Follow up non-attendance at ASD

8. Playground Duty - Active Supervision

Responsibility of PGD Teacher	Responsibility of HODs	Responsibility of Deans
<ul style="list-style-type: none"> ✓ Have a printed copy of PGD rostered duties on desk ✓ Know who you are replacing and /or your replacement on PGD ✓ Arrive on time ✓ Wear your high vis vest ✓ Take your mobile phone to PGD ✓ Record on One School major incidents and refer to Year Level Dean ✓ For assistance with major incidents as they occur phone Dean's office ✓ Follow procedures for collegial non-attendance at PGD as per Admin e-mail <p>Actively supervise your rostered area:</p> <ul style="list-style-type: none"> ✓ Respond to inappropriate behaviour – request student name and ID ✓ Instruct students to pick up litter and keep their area clean ✓ Check appropriate gender toilets ✓ Assist in the movement of students to class at the end of PGD <p>Emergencies requiring an Ambulance:</p> <ul style="list-style-type: none"> ✓ Should an ambulance be required ring the ambulance immediately (000) then contact the office on the emergency number 55738599 (Ext 599) <p>Emergencies not requiring an Ambulance</p> <ul style="list-style-type: none"> ✓ Refer the incident straight to the front office ✓ Use the emergency number 55738599 (Ext 599) 	<ul style="list-style-type: none"> ✓ Have a copy of current PGD roster ✓ Remind staff regularly of their PGD duty of care ✓ Alert staff regarding their attendance at PGD ✓ Remind staff regularly regarding the emergency procedures 	<ul style="list-style-type: none"> ✓ Actively support teachers on PGD ✓ Investigate major incidents as per teacher referrals ✓ Log incidents onto One School ✓ Contact parents and issue appropriate consequences ✓ Communicate with HOD P/Behaviour, DP and teachers

9. The Academy – Commitment to Excellence/Follow the 'Vale Way

Responsibility of the Academy Teacher	Responsibility of the Classroom Teacher	Responsibility of the Academy DP, A/Director, C/HOD and Dean
<ul style="list-style-type: none"> ✓ Establish positive relationships ✓ Clearly articulate the academy contract the students have signed ✓ Explain and explicitly teach Academy and 'Vale Way expectations ✓ Refer to Behaviour and Effort Reporting Rubrics ✓ Support classroom teacher regarding any ongoing inappropriate Academy student behaviour ✓ Follow Academy flowchart after exhausting the 'Vale Way <p>Stage One.</p> <ul style="list-style-type: none"> ✓ Contact home ✓ Send Stage One Letter ✓ Record on One school ✓ Use Academy 'On Track' ✓ No improvement – refer to A/Director <p>Stage Two.</p> <ul style="list-style-type: none"> ✓ Attend Parent meeting 	<ul style="list-style-type: none"> ✓ Know your Academy students and establish positive relationships ✓ Explain and explicitly teach 'Vale Way expectations ✓ Communicate concerns regarding ongoing inappropriate behaviour by Academy students in your class to A/teacher ✓ C/teacher records referral to A/teacher on OneSchool and contacts home <p>Stage One.</p> <ul style="list-style-type: none"> ✓ C/teacher consults with A/teacher or Head Coach ✓ C/teachers complete Academy student's 'On Track' ✓ No improvement - C/teacher refers behaviour to C/HOD and informs A/Director 	<p>Stage One: The A/Director</p> <ul style="list-style-type: none"> ✓ Liaises with and supports A/teachers and C/teachers ✓ No improvement <p>Stage Two: Academy Classes - the A/Director</p> <ul style="list-style-type: none"> ✓ Informs and consults with Academy DP ✓ E-mails C/HOD ✓ Organises a parent meeting with student, A/Teacher, A/Director ✓ Sends Stage Two Letter ✓ Academy probation implemented ✓ No improvement refer to Academy DP <p>Stage Two: A/Students in non-Academy classes C/HOD</p> <ul style="list-style-type: none"> ✓ Informs and consults with A/Director ✓ Organises a parent meeting with student, teacher & A/Director ✓ A/Director sends Stage Two Letter ✓ Academy probation implemented <p>Stage Three: All Classes</p> <ul style="list-style-type: none"> ✓ Review of case management ✓ Consultation with A/DP and A/Director only ✓ Meeting organised with parent, student and relevant stake holders ✓ Possible removal from program <p>The Deans:</p> <ul style="list-style-type: none"> ✓ Communicate concerns to A/Director re -A/students when inappropriate behaviour is across a number of curriculum areas

Responsibility of A/Teacher and C/Teacher	Responsibility of A/Director and Academy DP	Responsibility of C/HOD, HOD P/Behaviour and Year Level Deans
<p>Major Incidents (only):</p> <ul style="list-style-type: none"> ✓ The 'Vale Way is followed ✓ Refer behaviour incident to C/ HOD ✓ PGD teachers refer behaviour incident to Dean 	<p>Major Incidents (only):</p> <ul style="list-style-type: none"> ✓ The 'Vale Way is followed ✓ A/Director and A/DP discuss suspension with Dean or HOD who actioned incident ✓ A/Director attends re-entry meeting ✓ Stage Two of Academy procedures implemented where appropriate ✓ Stage Three Option considered in very serious one off incidents or if a continuation of involvement in major breaches continues. 	<p>Major Incidents (only):</p> <ul style="list-style-type: none"> ✓ The 'Vale Way is followed ✓ Suspension process is implemented ✓ A/Director is informed by e-mail ✓ Parents contacted ✓ Recorded on One School ✓ Re-entry meeting organised – all Academy stakeholders informed and requested to attend

10 Essential Skills of Classroom Management

Essential skills in classroom management are used in addition to our innovation and engaging curriculum.

1. Establishing expectations

- As a class develop and clearly articulate a series of short, simple and clear rules.
- Make the rules positive to draw attention to appropriate behaviours rather than highlighting inappropriate behaviours.
- Publish these rules where students can see them and refer to them frequently (when they are being followed, not just when they are not) to reinforce their importance.

2. Giving instructions

- Use prompts to focus student attention towards the teacher, for example:
Verbal prompts: “Stop and look to the front, thanks.” “Put pencils down, attention here thanks.” “Face me, thanks children.”
Non-verbal prompt: clap, bell, whistle
- Wait and scan (Skill 3). **Do not start instruction until all pupils are focused**
- Keep instructions short; be concise. **Avoid filling silences with teacher talk.**
- Follow the instruction with a short pause and scan the class.
- Separate instructions from curriculum/content talk and phrase it as a direction rather than a question.
- Use “thanks” rather than “please” at the end of an instruction.
- Ask a pupil to repeat the instruction back to the class.

3. Waiting and scanning

- **This waiting and scanning time gives pupils time to process the direction/instruction**
- After you have given an instruction, pause, remain quiet and look at your students; scan the room for 5–10 seconds to maintain their attention.
- When you have their attention, continue with your dialogue or prompt them to begin following your instruction i.e. start working.
- Use the waiting and scanning time to encourage a period of quiet focus. Use assertive body language—stand still facing the group, while scanning the class. Then, prompt students to maintain the quiet focus while they start working.

4. Cueing with parallel acknowledgement

- Scan the class regularly. When students are off-task, choose to acknowledge an individual or group in close proximity who are on-task with the intention of encouraging those off task to copy.
- Acknowledge that person or group with a descriptive encourager (see Skill 6) in a loud enough voice for others to hear.
- Follow up with a low-key acknowledgment to the students as soon as they choose to be on-task.
These acknowledgements can be either verbal or non-verbal

5. Encouraging body language

- Movement around the rooms gives pupils less chance to become off task than if you are standing at the front or sitting behind a desk.
- Pause after you have made one tour of the room, maintain minimal teacher talk then walk slowly toward students who may be off-task. This is a quiet prompt for them to resume on-task behaviour.
- Smile and make eye contact to acknowledge appropriate behaviour.
- Make discrete nodding movements and finger signals where appropriate as acknowledgment for on-task behaviour.

6. Descriptive encouraging

- To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently. **For example:**
 - “Steven has started work.”
 - “This group is on-task.”
 - “You have responded to my direction straight away.”
- You may use it privately towards individual students. If used publicly towards individuals, be brief and to the point.

7. Selective attending

- To deliberately give minimal attention to safe, off-task or inappropriate behaviour that is not seriously disrupting others.
- Keep this student in your peripheral vision. Avoid turning your back at this point as you may miss an opportunity to use a descriptive encourager if the student chooses to come on-task.
- Attend to the student when: the student displays on-task or appropriate behaviour, the student begins to seriously disturb others or the student’s off-task or inappropriate behaviour is maintained over an extended period of time.

8. Redirecting to the learning

- To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal. **For example:**
 - “Shane, what question are you up to?”
 - “Shane, are you working on the writing task now?”
 - “Shane do you need some help?” (Offer of teacher assistance)
- Allow some take-up time.

9. Giving a choice

- Giving a choice provides reinforcement of your expectations and gives clear consequences for not following them, it also gives students back the responsibility for their actions and their learning. **For example:** “Chris, your choices are ... Which would you prefer?”
- Don’t make the choice sound like a threat.
- Allow for a short delay (thinking time) in the student’s response to your direction. If they are on-task and you believe it is appropriate, in close proximity to the student, use a low-level verbal or non-verbal encourager.
- Redirect the student to the learning and do not engage in further discussion about the choice given
- **Remember**, the goal of a clear choice is to modify the inappropriate behaviour, not to punish the student or damage the positive teacher–student learning relationship. When giving choices, use a least-to-most intrusive approach without emotional engagement.

10. Following through

- Demonstrate confidence using appropriate body language and a calm, firm voice. Do what you planned and said you would do. Make it happen now.
- Pupils will be aware of the consequences that they can be given so try not to be over the top in the moment and make statements that you or your colleagues can not follow through with.
- Following through may look and feel disturbing at times.
 - Do it anyway as it establishes and reinforces the boundaries.
 - All students will know you mean what you say.
 - They may feel safer and build their trust in you as their teacher as a result of your commitment to follow through.

