“Shoot for the moon!
Even if you miss, you’ll land among the stars”

A whole school positive behaviour system supported by

“WE CAN DO IT! YOU CAN DO IT!”
Yelarbon State School’s school wide expectations are:

**We are safe – We are respectful – We are learners - We are a team!**

**WE CAN DO IT!**

These school wide expectations are further explained in Appendix A and both classroom teachers and specialist teachers are expected to explicitly teach these expectations and the appropriate behaviours.

The ‘You Can Do It!’ social-emotional program is used at Yelarbon State School and provides explicit teaching lessons around GETTING ALONG, CONFIDENCE, PERSISTENCE, RESILIENCE and ORGANISATION, habits that clearly support our expectations. Chapter Five of *Explicit Instruction* (Archer & Hughes) is another very good source for the explicit teaching of rules and affirms: **What we expect = What we get.** Whole school explicit teaching lesson plans for our school wide expectations continue to be developed.

The ‘Shoot for the Moon’ Rocket Ship Behaviour Chart (below) is used in all classrooms. Student names are written on cards (in the example below, astronaut icons have been used). Each day, students start at READY TO LEARN. A student’s name travels up or down the rocket based on his/her behaviour. If the student makes good choices he/she moves up. If not, he/she moves down.
**DOCUMENTATION – Take one!**

**Recording of Points** - An important part of this positive behaviour system is to keep a simple record of how your students are doing with the Rocket Ship Chart by adding a record keeping component to the process of resetting the name cards to the ‘Ready to Learn’ level.

1. Before the name tags are returned to the starting level, write each student’s ‘level’ on the grade sheet. (Appendix B)

<table>
<thead>
<tr>
<th>ROCKET SHIP CHART POINTS</th>
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<tr>
<td>Week beginning: __________</td>
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<table>
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<tr>
<th>NAME</th>
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3. Once the levels have been recorded, the name tags can then be reset for the new day.

These points then provide important data on student/class behaviour. Positive behaviour can be further rewarded and celebrated and further support and intervention strategies can be considered where patterns of misbehaviour are identified. ALL documentation is to be kept in the class roll and later transferred to the teacher’s ‘Behaviour’ folder and brought to each staff meeting for discussion.
DOCUMENTATION – Take Two!

As much as the Rocket Ship Chart is meant to focus on positive behaviour, there are those students that need to be held accountable for their poor choices. Documenting the specific misbehaviour will enable you to better deal with those situations.

MAKING BETTER CHOICES

Name: ________________ Date: ______________

I didn’t make a good choice today. I didn’t obey one of the school/classroom rules today.

I am going to make a better choice tomorrow.

☐ We are safe
☐ We are learners
☐ We are respectful
☐ We are a team

• These forms are filled out by the teacher/teacher aide on duty at the time of the incident and additional comments can be written on the back.

• The form provides the information the teacher needs when they speak to the student, parent or principal (if the behaviour warrants this)

• The class teacher acts on the misbehaviour by having the student move their name down a level and setting consequences, if on TEACHER’S CHOICE or TIME AWAY.

• Accumulated forms clearly identify to the student, the teacher, the parent and the principal what went wrong that day, explaining the reasons why the student has ended up at TEACHER’S CHOICE or TIME AWAY.
INTERVENTION LEVELS:

Make Better Choices - This first level below ‘Ready to Learn’ is really a REMINDER area. ‘Make Better Choices’ is designed to merely indicate that a student had made a bad choice.

There's no onerous consequence associated with the level. Just move your name tag down and get back on task. After all, everyone needs a chance to show that he can learn from his mistakes.

Teacher's Choice - The level is labelled ‘Teacher's Choice’ so that the teacher has some latitude in regard to the actual intervention employed for any student whose name tag ends up in this level at the close of the day.

Loss of privileges, restriction from a favourite activity, or a phone call home to parents are just a few options. Just try to keep the consequence reasonable and of a short duration. Assigning long-term consequences only fosters resentment and resistance on their part and frustration on yours.

As already stated, the beauty of ‘Teacher's Choice’ is the freedom you have to intervene. Use this power wisely and you can have a profound impact on how a student chooses to navigate the day; abuse the freedom and you might end up starting a mutiny.

Time Away – ‘Time Away’ means exactly that, withdrawal from the student’s own classroom. It also means that the Principal will speak with the student and parents will be contacted. As explained previously, documentation is very important here. Teachers must record an ‘Incident’ on OneSchool (under Behaviour Support) if a student is placed on ‘Time Away’.

Yelarbon State School’s Responsible Behaviour Plan for Students (section 6) provides further information on consequences for unacceptable behaviour.
END OF DAY:

When the day is over, or just before the new day begins, have a student reset all of the name cards to the ‘Ready to Learn’ level. This sends an encouraging message to your students.

*What’s past is past. The slate has been wiped clean.*

*Today is a new day. Make it a good one.*

REWARDS AND CELEBRATIONS:

**Gotchas** – Teachers/teacher aides who observe students demonstrating a positive behaviour outside of their normal classroom environment may give students a GOTCHA. The ‘expectation’ that the student has demonstrated is recorded on the GOTCHA card along with the student’s name. These GOTCHAS are given to the class teacher and placed in a container for a prize draw.

**Points** - Points collected on the ‘grade sheet’ are also used to celebrate positive behaviour at a weekly assembly.

**Level 1 Rewards - Certificates**

- Students who have at least four ‘Super Star’ days throughout the week receive a GOLD certificate
- Students who have at least four ‘Excellent Effort’ and/or better days throughout the week receive a SILVER certificate
- Students who have at least four ‘Way to go’ and/or better days throughout the week receive a BLUE certificate

**Level 2 Rewards - Prize bucket**

- When students receive three certificates they become eligible for the Prize Bucket and draw a prize from either the GOLD, SILVER or BLUE bucket

Students who receive Certificates or Prizes have their names published in the school newsletter each week.