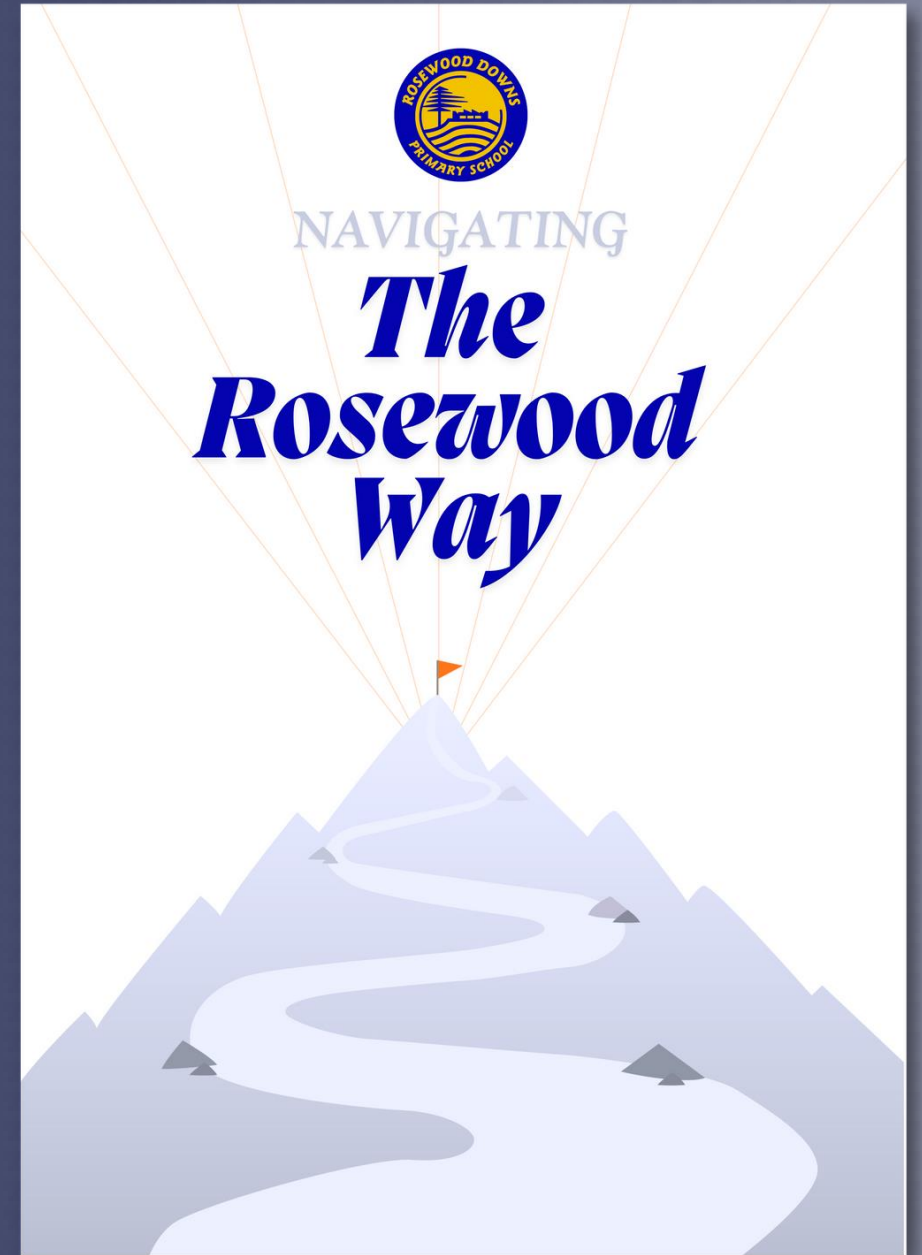


The Rosewood Way

Embedding the Positive Classroom Management Strategies to Shift Whole School Behaviour.

Jordan Warren Jordan.Warren@education.vic.gov.au

Cassandra Flanagan Cassandra.Flanagan@education.vic.gov.au



Acknowledgment of Country



KNOW
YOUR
COUNTRY

ABOUT US



Jordan Warren

Principal

Rosewood Downs Primary School

Assistant Principal - Teaching & Learning

Officer Secondary College

Assistant Principal - Teaching & Learning

River Gum Primary School

Instructional Coach

Growth Coaching International



Cassandra Flanagan

Assistant Principal

Rosewood Downs Primary School

Learning Specialist - Teaching & Learning

Officer Secondary College

Instructional Coach

Growth Coaching International

Secondary Science & Maths Teacher

Year 7 - VCE


LEARNING INTENTION

Explore how consistent **implementation of the PCMS** transformed behaviour and learning.

Understand the power of **routines, data, and collaboration** in creating excellence.

Provide **transferable tools and ideas** for principals to lead this work.

VTLM 2.0 CONNECTIONS






Attention, focus and regulation

Refers to learning requiring students' attention and involving active engagement in a supportive and responsive learning-focused environment.











Enabling learning

Refers to the positive relationships, cultural responsiveness, classroom expectations and management techniques that teachers establish and use to foster student self-regulation and self-efficacy, and to create a learning-focused environment where the development and application of knowledge drives curiosity and creativity.

Victorian Teaching and Learning Model 2.0

Elements of learning			
 <h3>Attention, focus and regulation</h3> <p>Refers to learning requiring students' attention and involving active engagement in a supportive and responsive learning-focused environment.</p>	 <h3>Knowledge and memory</h3> <p>Refers to students processing new information in their working memory, where they connect it with existing knowledge in long-term memory, building mental models that integrate and organise knowledge.</p>	 <h3>Retention and recall</h3> <p>Refers to working memory being able to hold a small amount of information at once (cognitive load). If overloaded, new knowledge won't be effectively stored in long-term memory.</p>	 <h3>Mastery and application</h3> <p>Refers to consistent practice and retrieval, allowing students to develop and demonstrate mastery by retaining knowledge and understanding how to apply it effectively.</p>

Elements of teaching	
 <h3>Planning</h3>	Refers to the collaborative development of whole school teaching and learning programs that break down and sequence the knowledge to be taught and assessed. It also refers to the planning required to implement the curriculum into the classroom and to the school-wide enactment of a multi-tiered system of supports.
 <h3>Enabling learning</h3>	Refers to the positive relationships, cultural responsiveness, classroom expectations and management techniques that teachers establish and use to foster student self-regulation and self-efficacy, and to create a learning-focused environment where the development and application of knowledge drives curiosity and creativity.
 <h3>Explicit teaching</h3>	Refers to the evidence-based practices that manage the cognitive load of students, including activating prior knowledge, clearly stating learning objectives, providing explicit explanations of new knowledge, scaffolding learning and modelling practice, and using formative assessment and feedback to monitor progress towards mastery.
 <h3>Supported application</h3>	Refers to the practices that maximise the consolidation and application of learning, including revisiting and reviewing knowledge, varying and spacing practice, organising knowledge and extending and challenging students as they move to mastery of new factual, conceptual and procedural knowledge.

* Knowledge includes factual, conceptual and procedural knowledge. See AERO (2023), <https://www.edresearch.edu.au/resources/how-students-learn-best>, p.5

Universal Supports: Positive Classroom Management Strategies

Teach

Tell

- Expectation
- Specific skill
- Context
- Rationale

Show

- Non-examples
- Examples

Practise

- Guided
- Independent

Monitor

- Remind
- Supervise
- Feedback

"When teachers know and use positive and preventative management strategies, many of the commonly reported minor classroom behaviors can be avoided."

BRENDA SCHEUERMANN
& JUDY HALL, 2008

1 Classroom Expectations

- Align with school expectations
- Student negotiated
- Clearly posted
- Explicitly taught
- Monitored
- Specifically reinforced

They should be:

- observable
- measurable
- positively stated
- understandable
- always applicable

2 Classroom Procedures and Routines

Procedures are the process for how things are done. When taught to fluency, they help students to form routines to efficiently and smoothly accomplish tasks.

- Classroom attention signal
- Entering/exiting the classroom
- Transitions
- Lining up
- Getting teacher assistance
- Handing out/collecting materials
- Greeting visitors

3 Encouraging Expected Behaviour

To effectively recognise and encourage students when they display expected behaviours and to create a positive school environment where learning flourishes.

1. Non-contingent attention

- Contingent
- Immediate
- Frequently to build behaviour

- Intermittently to maintain behaviour
- Ratio of at least 4:1 positive to corrective feedback

3. Tangible reinforcement system to build

- Relatedness
- Competence
- Autonomy

4. A continuum of reinforcers

- Frequent
- Intermittent
- Occasional

4 Discouraging Inappropriate Behaviour

A teaching opportunity to clarify and re-teach expectations.

All responses should be:

- consistent
- least intrusive strategy
- specific, yet brief
- quiet and respectful

Indirect – unobtrusive and carried out quickly to minimise disruption to instruction:

- non/minimal verbal cue
- proximity
- ignore

If these do not change behaviour utilise direct instructional approaches:

- **Re-direct:** a brief, clear, private verbal reminder of the expected behaviour. Use classroom/school matrix language.
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- **Provide choice:** statement of two alternatives.
- **Student conference:** re-teaching or problem solving.

5 Active Supervision

- Moving
- Scanning
- Interacting

6 Opportunities to Respond

An instructional question, statement or gesture made by the teacher seeking an active response from students.

- Verbal responses
- Non-verbal responses
- Student response systems
- Guided notes
- Wait time

Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute.

7 Activity Sequence and Choice

- **Task interspersal** – use a 1:3 ratio of easier tasks to more difficult tasks.
- **Behavioural momentum** – begin with easier tasks to build momentum for more challenging activities.
- **Academic choice** – activities, materials, who to work with, where they will work and what to do when finished.

8 Task Difficulty

- **Assignment length or time** – offer periodic breaks.
- **Response mode** – provide an alternative.
- **Increased instruction or practise** – provide more teaching or guided practice.

Teacher behaviours that strengthen relationships with students:

- communicating privately, in close proximity with the student
- listening
- eye contact
- pleasant voice tone
- smiles
- friendly gestures, e.g. high five, fist bump
- use of students' names

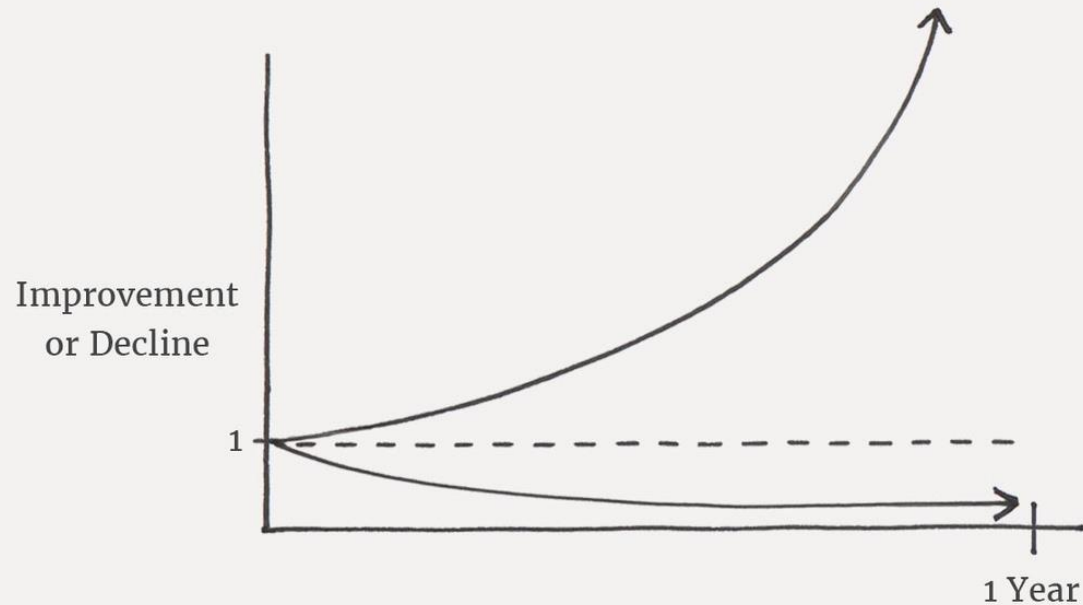
"Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy, or curriculum."

RANDY SPRICK, JIM KNIGHT, WENDY REINKE & TRICIA MCKALE, 2006

THE POWER OF TINY GAINS

THE VISION

$$\begin{array}{ll} \text{1\% better every day} & 1.01^{365} = 37.78 \\ \text{1\% worse every day} & 0.99^{365} = 0.03 \end{array}$$



STARTING POINT

THE SCHOOL WE WALKED INTO



Staff, students, and community left reeling from the recent ACA story



The 4th Principal over four terms



Assistant Principal had transitioned



6 of 7 the Educational Support staff had just resigned



7 of the 15 Classroom Teachers had just resigned



Significant behaviours caused CRTs to only come once



CURRENT REALITY

RDPS VALUES

COLLABORATIVE CREATION



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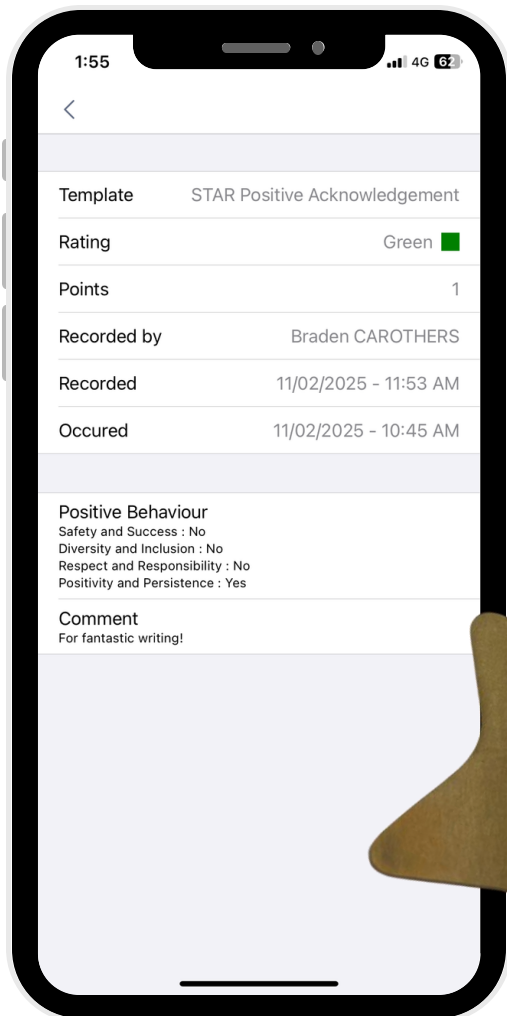
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- Frequent
- Intermittent
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SWPBS ACKNOWLEDGMENTS

DATA TRACKING



1:55 4G 62

<

Template STAR Positive Acknowledgement

Rating Green ■

Points 1

Recorded by Braden CAROTHERS

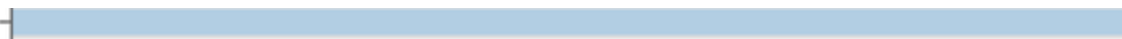
Recorded 11/02/2025 - 11:53 AM

Occured 11/02/2025 - 10:45 AM

Positive Behaviour
Safety and Success : No
Diversity and Inclusion : No
Respect and Responsibility : No
Positivity and Persistence : Yes

Comment
For fantastic writing!

STAR Awards



Rosewood Downs Primary School
8796 entries received

Entry Id	Name	Student(s)	Points	Last Modified By
44196	STAR Positive Ack...	(007 + 18	1	



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MAJORS AND MINORS CONSULTATION PROCESS

Collaborative consultation

Created together as a staff first.
Sent to the community as a draft for feedback for 6 months.

School culture shift

Major and minor behaviours easily identified, and consequences accepted by students and families.

Proactive data analysis

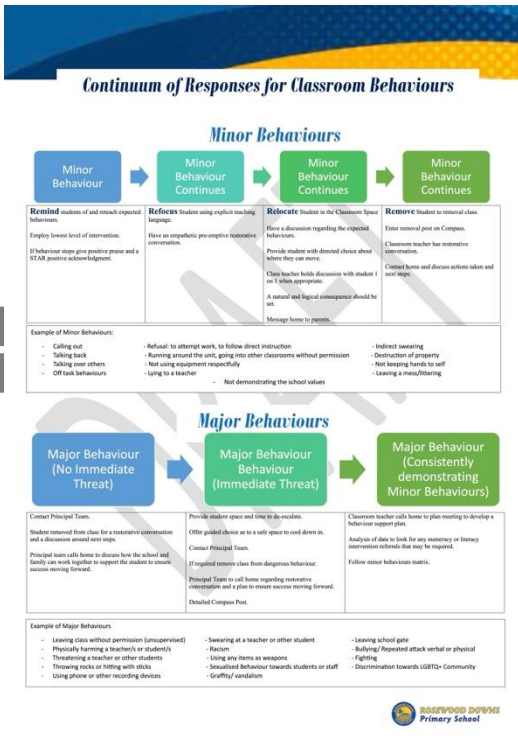
Patterns in relocations analysed in SWPBS meetings to identify patterns and suggest proactive strategies.

Documenting

Creation of Compass chronicle post that can be completed in under 1 minute to identify patterns in reason, time of day, and lesson type (e.g., reading).
Removals reduced significantly, so focus became relocations.

Embedding

Responsive to barrier of staff confidence enacting with creation of lanyard visual summaries.



MAJORS AND MINORS

EMBEDDING THE PROCESS

Minor Behaviours

Disrupting the learning of others.
Disrespecting people, property, or places.

Remind

Refocus

Relocate

Remove

Call leadership to remove
 Teacher Compass Incident Report
 Teacher to call home

Major Behaviour

The potential for danger or damage.

Call leadership to remove
 Teacher Compass Incident Report
 Leadership to call home

Major Behaviour

Immediate threat of danger or damage.

Ensure safety
Evacuate if required
 Call leadership to remove
 Teacher Compass Incident Report

“Your intent does not excuse your impact”

Calling out
Talking over others
Distracting, off-task behaviours
Refusal to attempt work
Running around the unit
Entering classrooms without permission
Not using equipment respectfully
Not demonstrating school values
Leaving a mess/littering

Refusal to follow direct instructions
Talking back
Lying to the teacher
Indirect swearing
Destruction of property
Not keeping hands to self

Leaving the class without permission
Leaving school property
Graffiti or vandalism
Using a mobile or other recording device
Swearing at anyone
Any racist behaviour or comments
Any sexualised behaviour or comments
Any discriminatory behaviour or comments towards the LGBTQIA+ community

Bullying (repetitive and intentional, physical, verbal, or psychological)
Intimidating or threatening anyone
Physically harming anyone
Physical fighting (including roughhousing)
Throwing rocks or hitting with sticks
Using any items as a weapon



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- non/minimal verbal cue
- proximity
- ignore

AGGRESSIVE AND VIOLENT BEHAVIOUR ROSEWOOD DOWNS PS RESPONSE MATRIX



This matrix is utilised to determine the consequences related to aggressive or violent behaviours. These behaviours may result in a suspension under Ministerial Order 1125 for:

1. Behaving in such a way as to pose a danger, whether actual, perceived, or threatened, to the health, safety or wellbeing of any person.
2. Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person.

CATASTROPHIC Score = 5	Injury resulted in permanent disability or fatality.	School operations ceased for the whole day and/or required police notification and immediate intervention.	Intentional, planned, ignored the direction of interventions.	Multiple occasions of demonstrating physical altercations.
SEVERE Score = 4	Injury required hospital admission.	Whole school operations disrupted (e.g., lockdown). Incident involved many students, staff or parents.	Intentional, sought out victim and ignored the direction of interventions.	Repeated pattern of behaviour within the same school term.
MAJOR Score = 3	Injury required professional support (e.g., GP, psychologist).	Key operations temporarily disrupted (e.g., students or yard area evacuated, class lockdown). Incident involved multiple students, staff or parents.	Intentional and sought out victim. Or as a result of impulse control where they disregard direct intervention from an adult.	Repeated pattern of behaviour to partake in physical altercations within the same school year.
MODERATE Score = 2	Injury required school first aid or adult support.	Minor work arounds. Could return school to normal operations. Conduct required leadership and teacher support. May involve other students or staff.	Intentional but due to lack of impulse control in the moment.	First time this student was involved in a physical altercation or repeated pattern of minor aggressive behaviours.
MINOR Score = 1	Minor injury not requiring first aid.	School operations continued with slight interruptions. Required staff intervention and notification of leadership team.	Unintentional.	First time this student was involved in a physical altercation.
	HARM physical or psychological	IMPACT on school operations	INTENT towards victim/s	PATTERN of repeated behaviour

≤ 8 points = 1 day suspension

9–12 points = 2–3 day suspension

≥ 13 points = 3–5 day suspension

An overall score < 8 with a minor in repeated pattern of behaviour and no score above moderate in any other category may result in an internal suspension where the school operations can accommodate. The final decision for a suspension will always be made on by the school based on inclusive education considerations.

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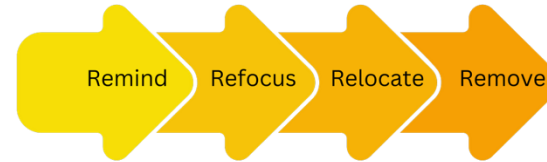
- non/minimal verbal cue
- proximity
- ignore

If these do not change behaviour utilise direct instructional approaches:

- **Re-direct:** a brief, clear, private verbal reminder of the expected behaviour. Use classroom/school matrix language.
- **Re-teach:** builds on the re-direct by specifically instructing exactly what should be done.
- **Provide choice:** statement of two alternatives.
- **Student conference:** re-teaching or problem solving.

DOCUMENTING MINORS

RELOCATION DATA COLLECTION PROCESS



Cancel Create Entry

DETAILS STUDENTS LOGS

Template Relocate >

Rating Grey

Staff Visibility Level 1: Admin/Power >

Parents/Students Visibility Hidden >

Points (+/-) 0 - +

Date Occurred 24/02/2025 - 02:00 >

Attachments 0 attachments >

Notification Chain None >

Relocate Reason * >

Removal Period * >

Subject Removed From * >

Date * >

Overview

Cancel Create Entry

Select an option

Repeatedly Calling Out

Repeatedly Talking over Others

Repeated Distracting Off-task behaviours

refusal to attempt work

Running around the unit

Entering classrooms without permission

Not using equipment respectfully

Not demonstrating the school values

Leaving a mess

Refusal to follow instruction

Disrespectfully talking back

Cancel

Cancel Create Entry

DETAILS STUDENTS LOGS

Parents/Students Visibility Hidden >

Points (+/-) 0 - +

Date Occurred 24/02/2025 - 02:00 >

Attachments 0 attachments >

Notification Chain None >

Select an option

Period 1

Period 2

Period 3

Period 4

Period 5

Cancel

Cancel Create Entry

DETAILS STUDENTS LOGS

Parents/Students Visibility Hidden >

Select an option

Maths

Reading

Writing

Science

Humanities

PE

Music

Art

Unstructured

Cancel

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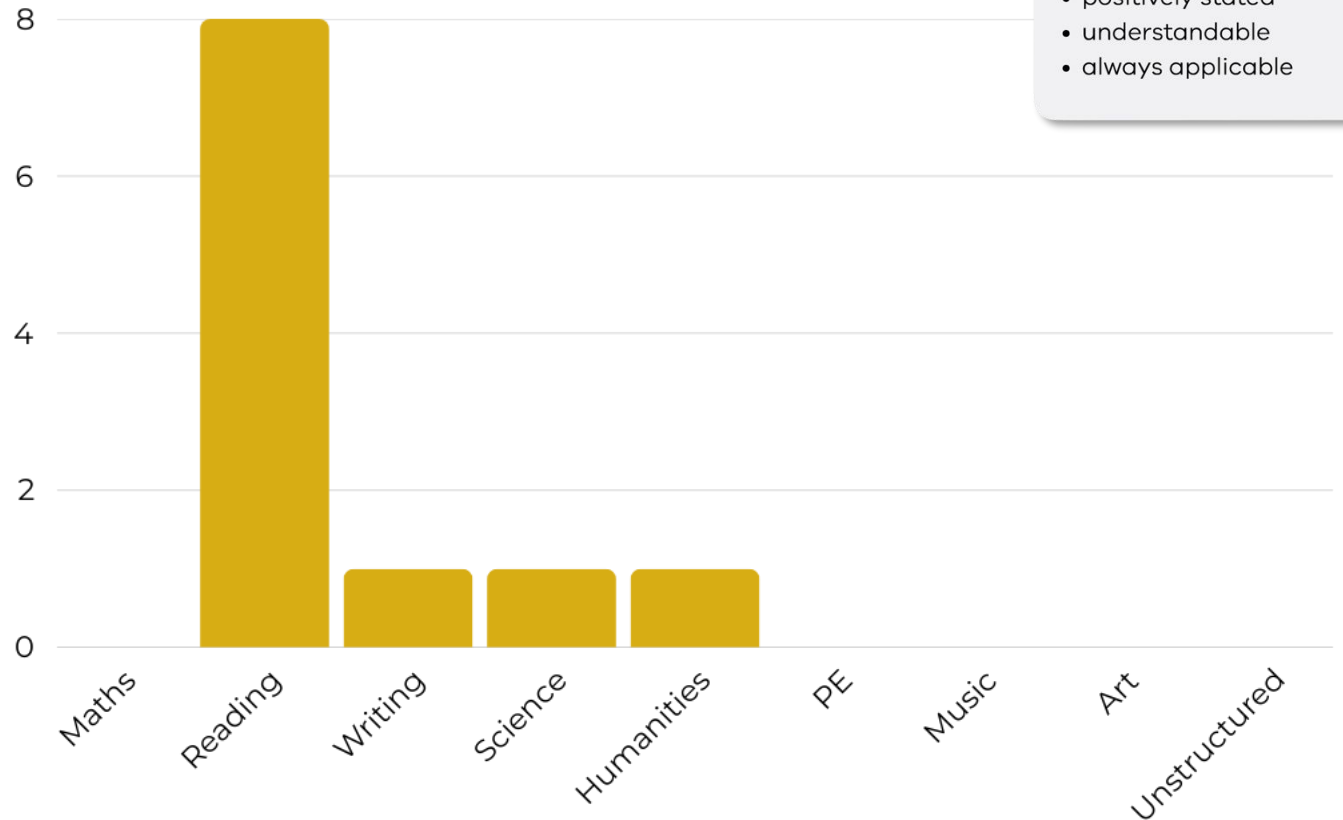
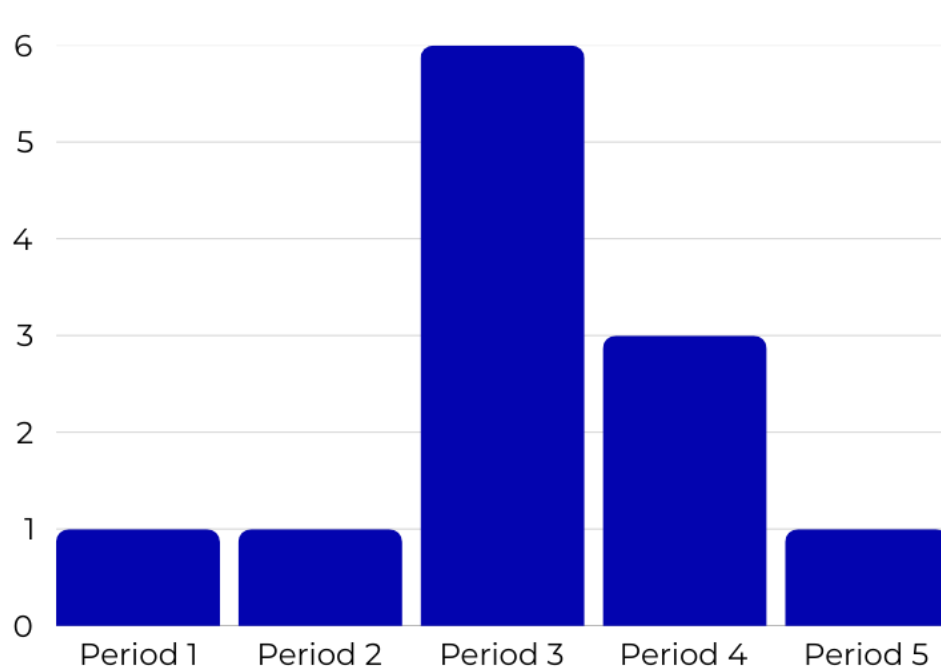
They should be:

- observable
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- understandable
- always applicable

DOCUMENTING MINORS

RELOCATION DATA COLLECTION PROCESS

Data supported SSG conversations and the development of successful adjustments for the student's success.



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DOCUMENTING SUCCESS

ANTECEDENT – BEHAVIOUR - STRATEGY

Antecedent What happened beforehand?	Behaviour What happened? What did it look/sound like?	Strategy used What was implemented? Did it work?
<input type="checkbox"/> Denied access to item/activity <input type="checkbox"/> Termination of an activity/event <input type="checkbox"/> Schedule change or transition <input type="checkbox"/> Internal event (sick, sleepy, hungry) <input type="checkbox"/> New task or demand given <input type="checkbox"/> Presence of a particular person <input type="checkbox"/> Demand (stop, wait, no, etc) <input type="checkbox"/> Challenging demand given <input type="checkbox"/> Loud or stimulating environment	<input type="checkbox"/> Laying or falling to the floor <input type="checkbox"/> Throwing or breaking items <input type="checkbox"/> Physically abusive (hitting, biting, spitting, or kicking) <input type="checkbox"/> Hiding under furniture <input type="checkbox"/> Hurting themselves <input type="checkbox"/> Running away <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Refusal to follow instruction <input type="checkbox"/> Verbally abusive (threats, screaming or yelling)	<input type="checkbox"/> Given choices (if, then) <input type="checkbox"/> Provided sensory tool/space <input type="checkbox"/> Access to a break outdoors <input type="checkbox"/> Redirection to task or demand <input type="checkbox"/> Repeated instruction <input type="checkbox"/> Attention withheld <input type="checkbox"/> Gesture prompt <input type="checkbox"/> Verbal prompt <input type="checkbox"/> Task or instruction ended
Comments/Notes:		Did the strategy work? ____ Yes ____ No

Sensory 	Repetitive movement Tapping Rocking <i>Replacing discomfort with sensory experience to regulate.</i>	Connect actions with feelings "Are you... because...?" Proactive Schedule Modify Environment Sensory Break PL: Mistaken Goal Prompts
Escape 	Hiding Running away Withdrawn Off-task <i>Escaping or avoiding situations, tasks, demands (anxiety or disinterest)</i>	Connect feelings and actions "Did you... because...?" Modify Tasks Brain Breaks Gradual Exposure Reward Attempts PL: Mistaken Goal Prompts
Attention 	Disruptive Interrupting Seeking validation Crying Tantrums <i>Seeking attention or feedback from someone.</i>	Ask for student's help Planned Ignoring Praise Positive Proactive Attention PL: Collaboration Signals
Tangible 	Begging Hitting Grabbing Demanding Protesting <i>Seeking access to an item or preferred activity, or a sense of control</i>	Two genuine options First/Then Strategy Visual Schedules Gradual Time Delay PL: Directed Choice

DOCUMENTING SUCCESS

ANTECEDENT – BEHAVIOUR - STRATEGY

Fast data collection tool for ES staff, source of data for proactive pattern analysis, and practical impact for IEPs and DIPs.

The image displays four smartphone screens showing the 'Create Entry' form in the 'DETAILS' tab. The form is divided into four sections: Antecedent, Behaviour, Strategy Used, and Did Strategy Work? Each section has a list of items with toggle switches. The first screen shows the 'Antecedent' section with a yellow circle around the header. The second screen shows the 'Behaviour' section with a yellow circle around the header. The third screen shows the 'Strategy Used' section with a yellow circle around the header. The fourth screen shows the 'Did Strategy Work?' section with a yellow circle around the header.

Antecedent	Behaviour	Strategy Used	Did Strategy Work?
Denied Access to Item/Activity	Lying or flailing on floor	Given Choices (If, then)	Repeated Instruction
Termination of an Activity/ Event (Excluding Tech)	Throwing or breaking items	Provided sensory tool/space	Gesture Prompt
Termination of an Activity/ Event (Tech)	Physically Abusive (hitting, biting, spitting or kicking)	Access to a break outdoors	Attention withheld
Schedule Change or Transition	Hiding under furniture	Redirection to task or demand	Verbal Prompt
Internal Event (sick, sleepy, hungry)	Hurting Themselves	Repeated Instruction	Task or instruction ended
New task or demand given	Running Away	Gesture Prompt	Support from Leadership
Presence of a particular person	Innapropriate language	Attention withheld	Did Strategy Work?
Demand (Stop, wait, no, not yet, not right now)	Refusal to follow instruction	Verbal Prompt	Yes
Challenging demand given/ Work is too hard	Verbally abusive (threats, screaming or yelling)	Task or instruction ended	No
Loud or Stimulating Environment	Strategy Used	Support from Leadership	Overview
	Given Choices (If, then)	Did Strategy Work?	
	Provided sensory tool/space	Yes	

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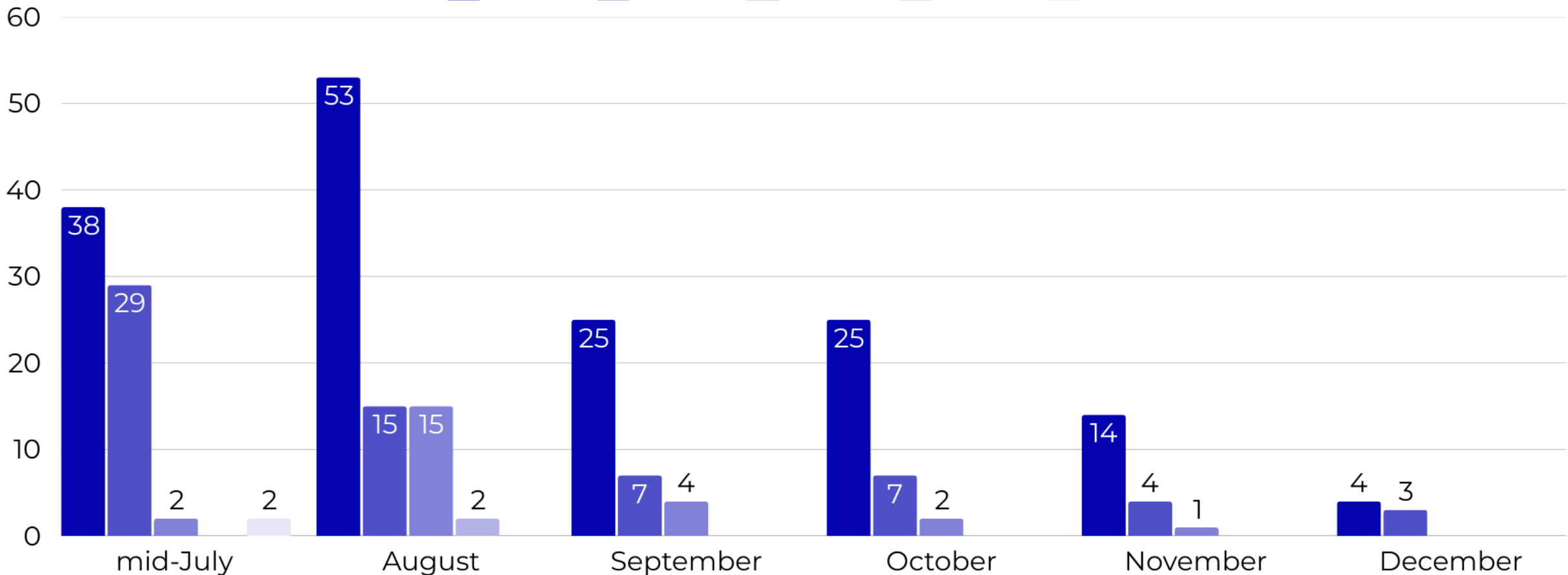
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PROACTIVE USE OF DATA

ABS TRENDS ACROSS YEAR LEVELS

■ Year 2 ■ Year 3 ■ Year 4 ■ Year 5 ■ Year 6





EXPECTED BEHAVIOUR MATRIX

	EVERY SPACE	PLAYGROUND	ASSEMBLY	THE OFFICE
RESPECT & RESPONSIBILITY	<p>Listening and sharing your thoughts kindly</p> <p>Owning up to mistakes and trying to fix them</p> <p>Giving everyone their personal space</p> <p>Arriving on time and prepared to learn</p>	<p>Playing in areas you are allowed</p> <p>Keeping our yards free of rubbish</p> <p>Wearing your hat during Term 1 and 4</p>	<p>Listening carefully to announcements</p> <p>Waiting to enter at clapping breaks</p> <p>Standing during the National Anthem</p>	<p>Entering only for the office or First Aid</p> <p>Speaking with a quiet inside voice</p> <p>Saying "please" and "thank you"</p>
DIVERSITY & INCLUSION	<p>Celebrating what makes us all unique</p> <p>Using words that make everyone feel included</p> <p>Taking turns so everyone gets a go</p> <p>Understanding everyone learns in their own way</p>	<p>Including everyone wanting to play</p> <p>Inviting others to play who are alone</p>	<p>Cheering on musical performances</p>	<p>Being kind to community members</p> <p>Patiently waiting your turn for help</p>
POSITIVITY & PERSISTENCE	<p>Practicing to improve your skills</p> <p>Seeing challenges as a way to learn something new</p> <p>Trying again when you make a mistake</p> <p>Encouraging others when they try hard</p>	<p>Being a good sport, win or lose</p> <p>Sharing equipment and spaces</p>	<p>Clapping for others' achievements</p> <p>Participating in your House cheer</p>	<p>Thanking First Aid for their help</p>
SAFETY & SUCCESS	<p>Behaving in a way that keeps everyone safe</p> <p>Working together to find a solution</p> <p>Taking care of yourself and others</p> <p>Setting goals to help you succeed</p>	<p>Reporting unsafe behaviour</p> <p>Reporting unsafe equipment</p>	<p>Sitting in the correct line area</p> <p>Following set entry and exit routes</p>	<p>Walking to keep everyone safe</p> <p>Bringing your First Aid pass</p>

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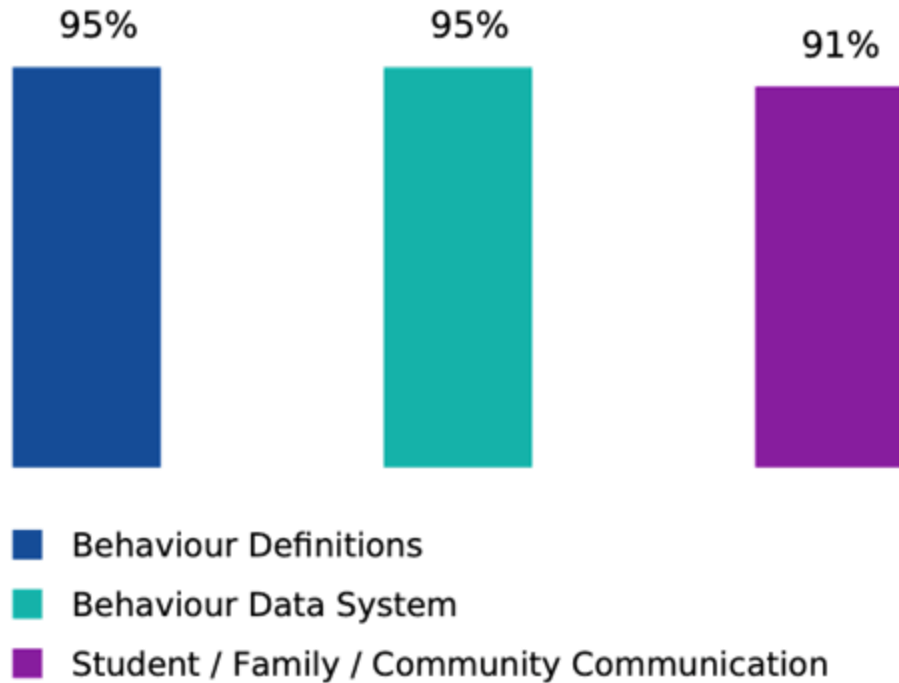
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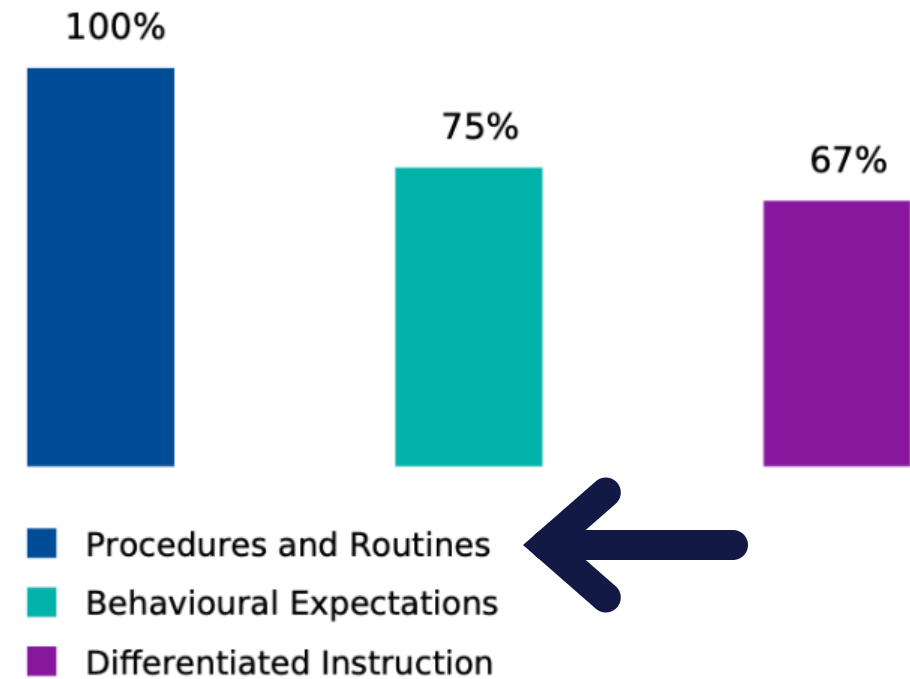
SWPBS TIER 1 STAFF SURVEY

SCHOOL SNAPSHOT

Top 3 'In Place' Features

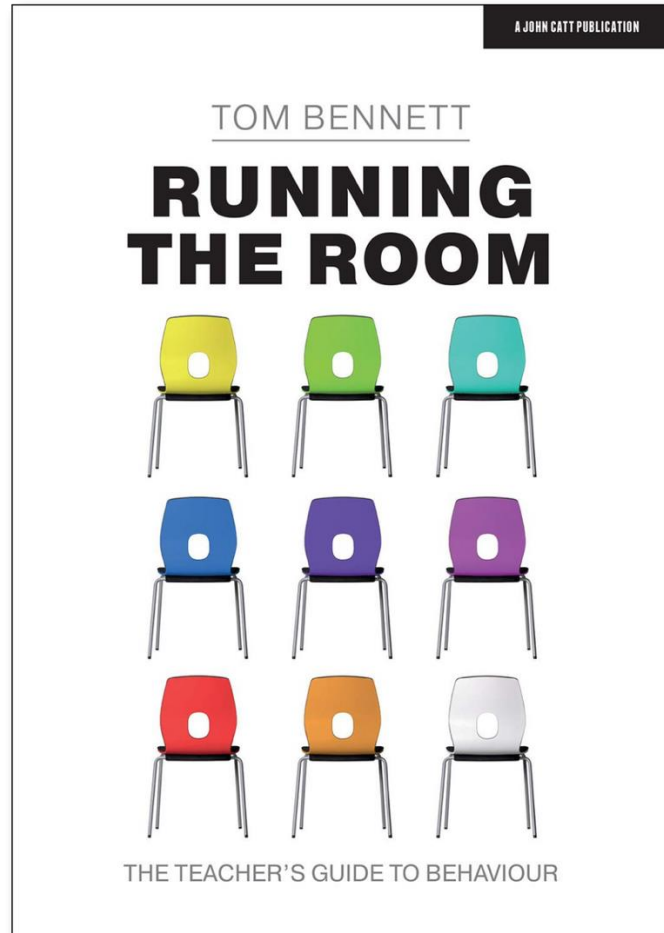


Top 3 'High' Priorities for Improvement



BEHAVIOUR IS A CURRICULUM

THE ROSEWOOD WAY



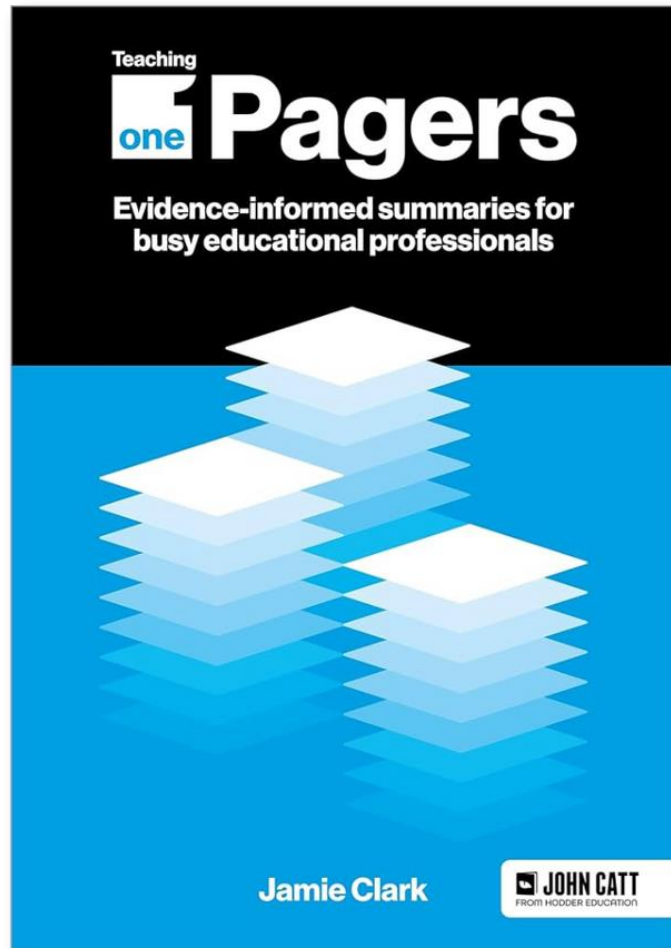
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THE ROSEWOOD WAY



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Task transitions

Promote focus and efficiency with smooth transitions between tasks.

What is it and why is it important?

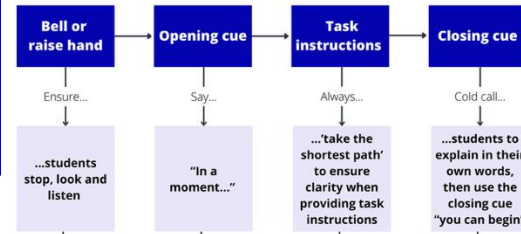
Our classroom transition is the process of smoothly moving students from one activity or setting to another. The transition procedure is taught through explicit instruction, modelling and rehearsals. A well-established transition routine is important for maintaining an effective, organised, and positive classroom environment. It promotes student focus, minimises behavioural problems, supports emotional regulation, maximises learning time, encourages independence, and improves the overall classroom climate.

How do I implement it?

- 1 Attention:** Teacher rings bell inside. Hand up for outside.
- 2 Acknowledge:** Teacher acknowledges student who stopped and looked straight away
- 3 Opening cue:** "In a moment..."
- 4 Instructions:** 'Take the shortest path*' when explaining task.
- 4 Check Understanding:** Cold call student/s to restate instructions in their own words
- 5 Closing cue:** "Okay, you can begin"

*https://snacks.edumccreep.com/take-the-shortest-path

Teach the Transition:



Mini-whiteboards

Drive thinking by getting all students to respond

What is it and why is it important?

Mini-whiteboards are small, reusable writing surfaces that allow students to quickly respond to questions, solve problems, or share ideas. They are highly effective for student learning because they enable active participation from all students, provide immediate feedback for teachers, and make formative assessment seamless. Studies show that active engagement tools like mini-whiteboards can increase student achievement by up to 27% when used consistently as part of formative assessment strategies. Their quick, visual format helps identify misconceptions, supports real-time adjustments to teaching, and boosts confidence, particularly for quieter students.

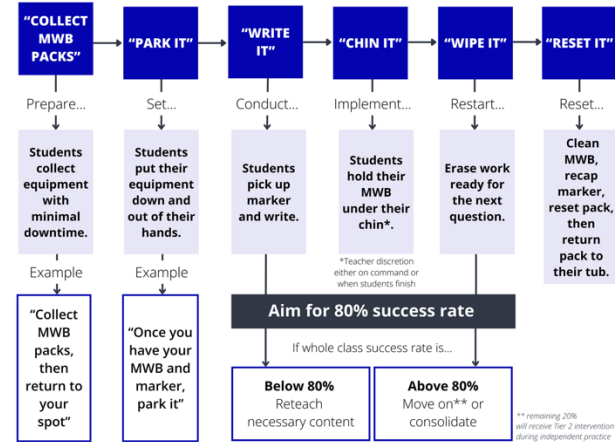
What rules can I use to establish MWB routines?

- MWBs are a learning tool, not a tool for drawing.
- Write your letters the correct way (remember to use cursive script, where to start and to use capital letters correctly).
- It's okay to make a mistake, always have a go.
- When the teacher says the command "park it" put your marker and whiteboard down and out of your hands.
- Only pick up your marker when your teacher says the command "Write it".
- When the teacher says the command "Chin it" hold your MWB under your chin.

Clarify the rationale for the routine:

A consistent mini-whiteboard routine ensures active participation, quick feedback, and efficient learning. Explicit teaching promotes equity, confidence, and classroom management, while reducing distractions and cognitive load. It supports engagement, smooth transitions, and effective formative assessment across all classrooms.

Explicitly teach the routine:



Rehearse and automate:

Multiple rounds of rehearsal allow students to see and feel what it is like to use MWBs. Offer feedback and narrate the positives when students are carrying it out.

Set clear time frames:

Set time parameters for students to write their answers (e.g., a sand timer) that will ensure all students can finish. Plan for how fast finishers can be further extended before timer finishes.

6 Opportunities to Respond

An instructional question, statement or gesture made by the teacher seeking an active response from students.

- Verbal responses
- Non-verbal responses
- Student response systems
- Guided notes
- Wait time

Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute.

Classroom Culture

In Line On Time

A smooth start ensures

What is it and why is it

What is lining up on time
Lining up on time means getting in an organised, calm, new activity or location.

What does it look like?

- Punctuality:** Being in the
- Orderliness:** Standing in
- Focus:** Staying quiet and
- Respect:** Giving space to
- Readiness:** Students should be punctual, wa

Why is it important?

Learning to line up on responsibility, respect, and develop self-discipline an essential life skills. It also and efficient, minimising learning. Lining up on time the school environment by this routine promotes a positive habits that will ben

Classroom Culture

Getting Bell Ready

Encouraging teamwork and responsibility with

What is it and why is it important?

A clean classroom and school environment is conducive to learning and affect students' ability to focus. A well-maintained classroom environment that encourages concentration and productivity.

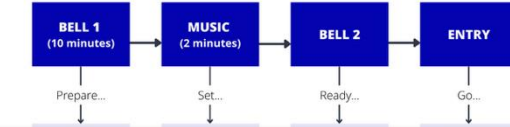
Assigning students the task of cleaning the classroom fosters a sense that they play an essential role in maintaining their shared environment. By involving students in classroom cleaning, we not only maintain their personal development in key areas such as responsibility, contributing to the community.

Classroom cleaning often involves teamwork, as students work together. This collaboration promotes social skills like communication, cooperation, and teamwork. By involving students in classroom cleaning, we not only maintain their personal development in key areas such as responsibility, contributing to the community.

How do I implement it?

- | | | | |
|---|---|---|----------------|
| 1 | Ensure equal spread of students based on attendance in groups | 2 | Have a display |
| 3 | Choose students who have demonstrated their responsibility to be <i>Boomerangs</i> | 4 | A cum zones |
| 5 | Rotate groups to a different zone each Term (<i>Boomerangs can remain the same</i>) | 6 | Bundle table v |

Establish the routines:



All Classrooms

Zone 1

- Sort & Sharpen (P-2) Recycle & Return (3-6)
- Sharpen or sort pencils
- Sort paper piles for recycling or

Classroom Culture

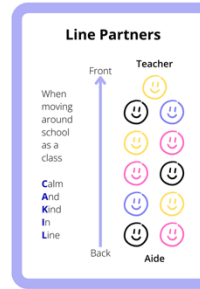
Walking as a class

calm and kind in line

Showing respect through student behaviour beyond the classroom.

What is it and why is it important?

Walking around the school in two straight lines is a highly effective practice that ensures safety, respect, and a smooth learning environment. It allows students to move safely through the school, reducing the risk of accidents and ensuring they are aware of their surroundings. This organised approach fosters respect for others and their personal space, maintaining a calm and orderly atmosphere. It also supports more time for learning by streamlining transitions between activities and ensuring students are accounted for. Walking in lines helps settle students, preparing them mentally for their next task or lesson. Additionally, it teaches students to be mindful of other classrooms, minimising distractions during learning. By walking in two lines, students also develop new social skills, interacting with peers they may not typically associate with, which promotes inclusivity and cooperation. In the event of an emergency, such as an evacuation, students are already familiar with moving in an orderly manner, ensuring they can respond quickly and safely.



Teacher to create their own visual/poster

How do I implement it?

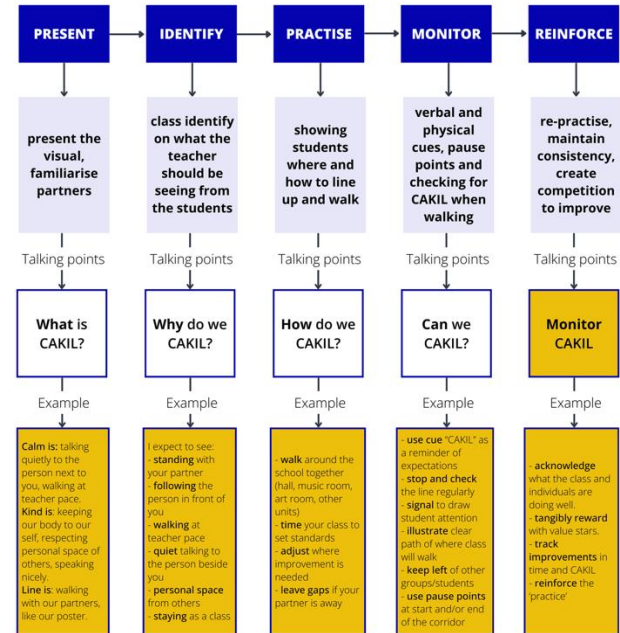
- | | | | |
|---|--|---|--|
| 1 | Plan for line partners and create a visual (class, specialist & CRT) | 2 | Set expectations with students <i>CAKIL</i> - <i>What does it look like?</i> |
| 3 | Practising lining up and walking as a class | 4 | Responding to cues and pause points |
| 5 | Keep on top of expected walking behaviours and praise positives | 6 | Giving students incentive to improve. Make it competitive. |

Clarify the rationale for the routine according to year level:

Calm And Kind In Line

- Stay safe and avoid bumping into others as we walk around the school.
- Keep the school calm and quiet for better focus and minimising distractions.
- Save time moving from place to place, so we can do more learning.
- Helps teachers count everyone and keep track of students, especially during an emergency.

Explicitly teach the routine:



2 Classroom Procedures and Routines

Procedures are the process for how things are done. When taught to fluency, they help students to form routines to efficiently and smoothly accomplish tasks.

- Classroom attention signal
- Entering/exiting the classroom
- Transitions
- Lining up
- Getting teacher assistance
- Handing out/collecting materials
- Greeting visitors

BEHAVIOUR IS A CURRICULUM

THE ROSEWOOD WAY



00:41:10

Episode 2 — Teaching Behaviour

Establishing trust, routines and norms to create strong behaviour for learning

Classroom Culture

SLANT Routine

Creating a habit of attention

What is it and why is it important?

SLANT is a simple yet powerful strategy from Teach Like a Champion that helps students develop strong habits of attention. It stands for **S**it up, **L**isten, **A**sk and answer questions, **N**od your head, and **T**rack the speaker. By explicitly teaching and reinforcing SLANT, teachers foster active engagement, improve student focus, and create a positive and respectful classroom environment. When students use SLANT, they demonstrate attentiveness, build stronger listening skills, and show respect to both teachers and peers.

More than just a tool for maintaining student attention, SLANT is an opportunity to create a positive classroom culture. By reinforcing SLANT with praise, teachers build students' confidence and encourage engagement. For example, instead of saying, "Stop slouching," say, "I love how you're sitting up in SLANT, you're ready to learn!" This approach ensures more positive teacher-student interactions and helps sustain student motivation.

What are the core ingredients?

Explicitly Teach SLANT

Define each letter and model what SLANT looks like. Use examples and non-examples.

Practice Together

Have students role-play using SLANT in different situations (e.g., whole-class discussions, small-group work).

Set Clear Expectations

Establish SLANT as a classroom norm and consistently reinforce it.

Use Positive Reinforcement

Acknowledge students demonstrating SLANT with praise (e.g., "I love how you're tracking the speaker").

Embed SLANT into Routines

Use countdowns, signals, and prompts to refocus attention.

Correct and Redirect

When needed, gently remind students to return to SLANT (e.g., "Let's get back to SLANT so we're ready to learn").

How do I incorporate it into my lessons?

- 1 Refocusing the class:** "We are going to come back to SLANT in 5, 4, 3, 2, 1."
- 2 Ending a turn-and-talk:** "5, 4, 3, 2, 1 and SLANT."
- 3 After using mini whiteboards:** "5, 4, 3, 2, 1, park it and SLANT."
- 4 Signalling readiness:** "Sitting back in SLANT so I know you're ready."
- 5 Resettling the class:** "Give yourself a stretch and then come back to SLANT."

SLANT and the Science of Learning

SLANT supports the model for the learning process by strengthening key cognitive functions essential for learning and memory. By embedding SLANT into daily routines, students develop essential cognitive skills that enhance learning efficiency, comprehension, and long-term academic success.

Focus drives learning

Attention is essential for moving information from sensory memory into working memory.

Reduces cognitive overload

Minimising distractions helps students process and retain new information.

Supports working memory

Keeping focus on key learning inputs prevents overload and improves understanding.

Boosts long-term memory

Sustained attention increases the chances of storing information for future recall.

Encourages deep thinking

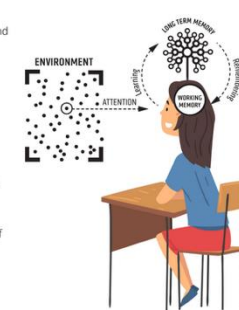
Actively engaging with the speaker helps connect new ideas to prior knowledge.

Builds attentiveness

Consistently using SLANT strengthens the habit of focused learning.

Enhances knowledge application

Improves students' ability to retrieve and apply what they have learned.



3 Encouraging Expected Behaviour

To effectively recognise and encourage students when they display expected behaviours and to create a positive school environment where learning flourishes.

1. Non-contingent attention

2. Specific positive feedback

- Contingent
- Immediate
- Frequently to build behaviour
- Intermittently to maintain behaviour
- Ratio of at least 4:1 positive to corrective feedback

3. Tangible reinforcement system to build

- Relatedness
- Competence
- Autonomy

4. A continuum of reinforcers

- Frequent
- Intermittent
- Occasional



Staff Opinion Survey

Rosewood Downs Primary School

School Climate

	2023	2024	Change
School Climate	58%	87%	+29%
Academic Emphasis	55%	66%	+11%
Collective Efficacy	52%	88%	+36%

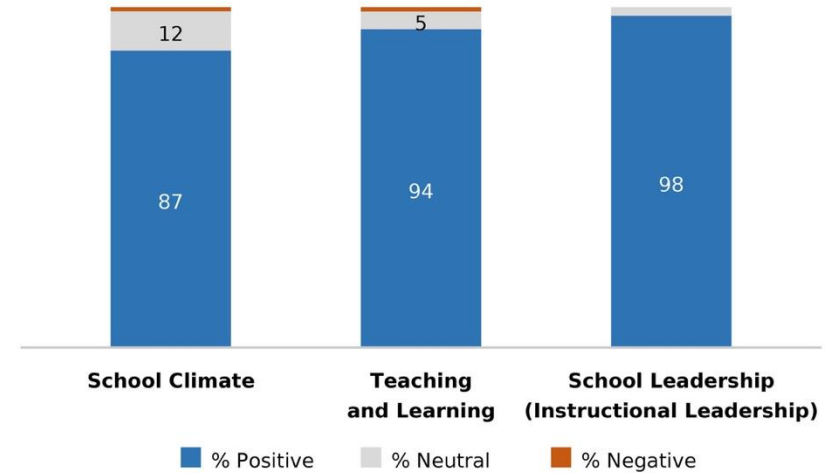
School Leadership

	2023	2024	Change
Instructional Leadership	64%	98%	+34%

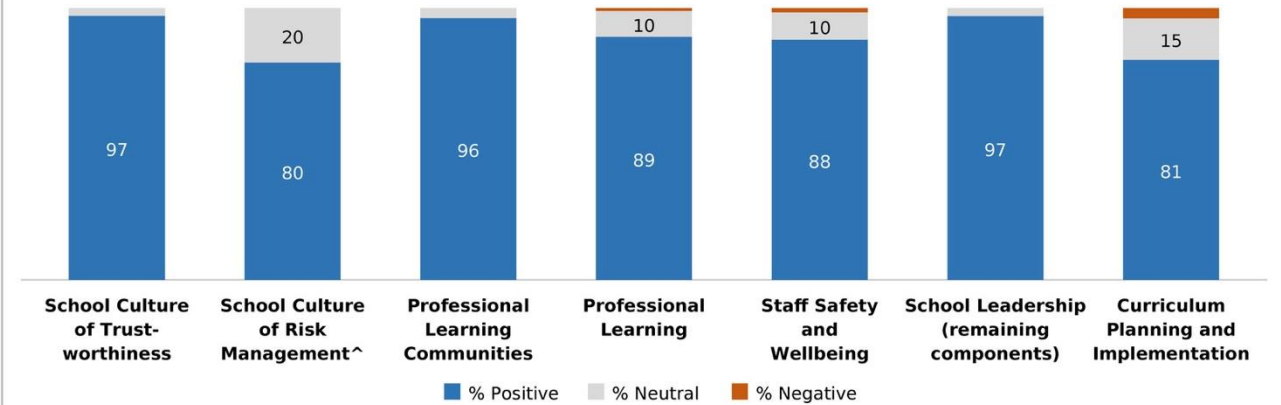
Teaching and Learning

	2023	2024	Change
Evaluation	50%	94%	+44%
Implementation	72%	96%	+24%
Planning	54%	94%	+40%
Practice Improvement	59%	91%	+32%

CORE MODULES



ELECTIVE MODULES



Mandatory / core module for Principals



Attitudes to School Survey (AtoSS)

Rosewood Downs Primary School

Effective Teaching Practice for Cognitive Engagement

	2023	2024	Change
Differentiated Learning Challenge	70%	83%	+13%
Effective Classroom Behaviour	66%	74%	+12%
Stimulated Learning	51%	76%	+25%
Effective Teaching Time	72%	81%	+9%

Teacher Student Relations

	2023	2024	Change
Effort	69%	71%	+2%
High Expectations For Success	88%	94%	+6%
Teacher Concern	61%	73%	+12%

School Safety

	2023	2024	Change
Advocate at School	75%	86%	+11%
Managing Bullying	61%	83%	+22%
Respect for Diversity	61%	74%	+13%

Social Engagement

	2023	2024	Change
Sense of Connectedness	65%	79%	+14%
Sense of Inclusion	84%	88%	+4%
Student Voice and Agency	50%	63%	+13%

Framework factor: Effective teaching time

Student items	Audience
My teacher helps me understand things	Ungraded
My teacher tells us what we are learning and why	4-6
My teacher asks questions to check that we understand	4-6
My teacher asks me questions that challenge my thinking	4-6
My teacher explains difficult things clearly	4-6

Framework factor: Effort

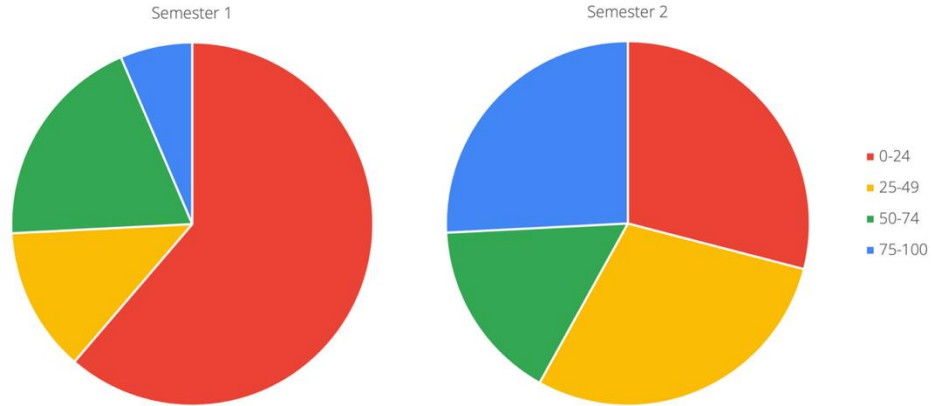
Student items	Audience
My teacher expects nothing less than our full effort	4-6
I enjoy doing my work in class	4-6

Framework factor: Sense of inclusion

Student items	Audience
My teacher makes sure I can join in class activities	Ungraded
I have friends at this school	Ungraded + 4-6
I have lots of chances to be part of class activities	4-6
My teacher makes me feel like I matter	4-6
My teacher makes sure all students feel included	4-6

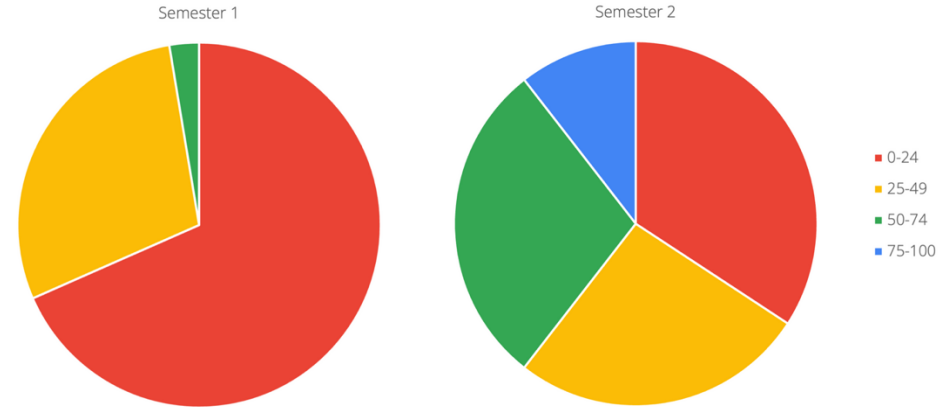
PAT-READING GROWTH IN GRADES 3-6

GRADE 3



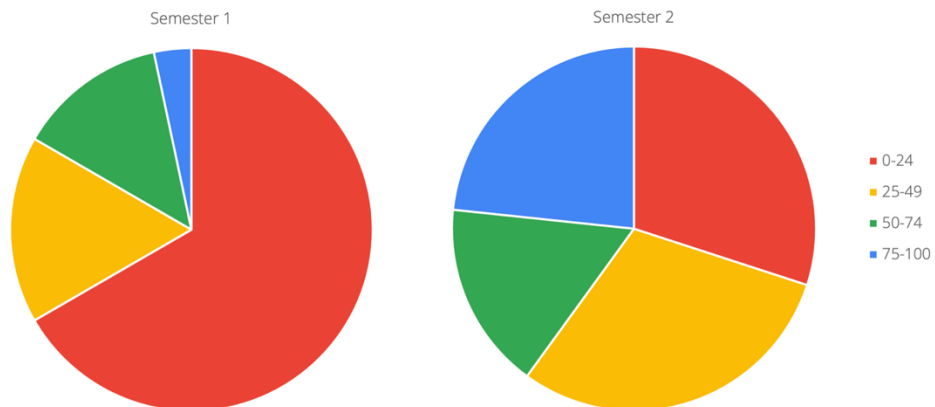
Compared to 117,221 Grade 3 Students in Australia
Every 1 percentile improvement equates to outperforming 1,172 students

GRADE 4



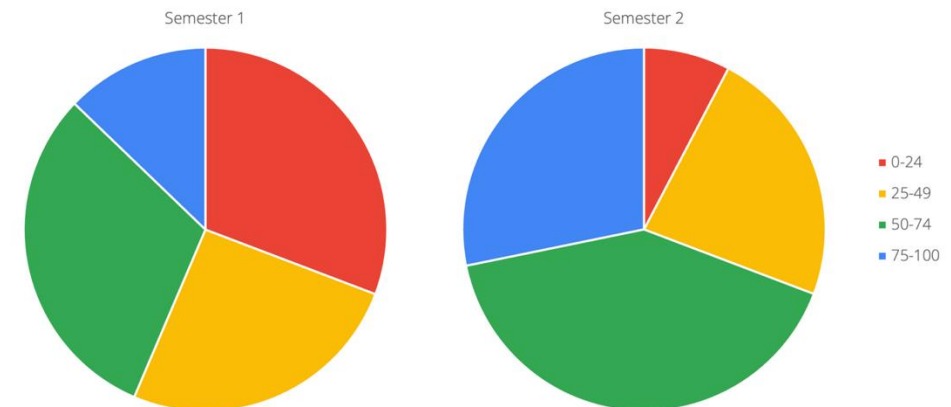
Compared to 121,414 Grade 4 Students in Australia
Every 1 percentile improvement equates to outperforming 1,214 students

GRADE 5



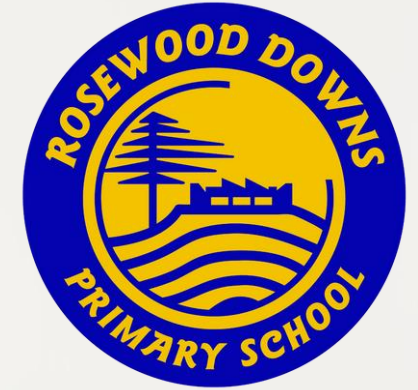
Compared to 120,425 Grade 5 Students in Australia
Every 1 percentile improvement equates to outperforming 1,204 students

GRADE 6



Compared to 125,449 Grade 6 Students in Australia
Every 1 percentile improvement equates to outperforming 1,254 students

THE ROSEWOOD WAY ROADMAP



School Values

A collaborative effort with the community to establish new school values, redefining the school's identity and rebuilding trust.



Value Stars

A concrete method for students and a digital platform to communicate with families, recognising expected behaviours.

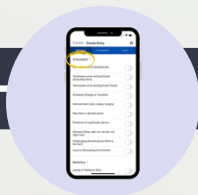


Majors and Minors

Establish clear boundaries on unacceptable behaviour while encouraging feedback to maintain transparency.

ABS and R Data Analysis

Proactively analysing data to identify effective strategies and support the success of students with greater needs.



Expected Behaviours Matrix

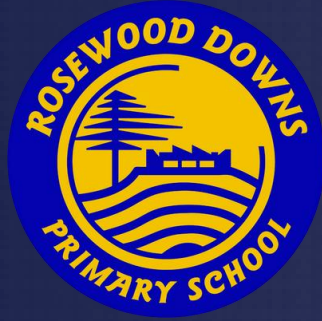
A collaboratively designed behaviour matrix, considering all ages, to guide the development of whole-school routines.



School-wide Routines

Whole-school routines, developed by staff and informed by research, to cultivate habits of attention, enhance learning, and create calm classroom environments.





Questions

If you could ask us one question, what would it be?

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Cassandra Flanagan Cassandra.Flanagan@education.vic.gov.au

