**Positive and Supportive Learning Environment Focus Area – 2016 Update**

**The PASLET committee has been very busy this year, working hard to make our school a more positive place to **learn** and **work**. Our first priority was to streamline and perfect our positive behaviour reward system and to begin implementing processes for dealing with unproductive behaviour. The second area of concern was a growing staff morale problem which was affecting all school processes. We felt that, as a team, we needed to listen to the concerns of others and try to create a more harmonious and collaborative working environment. In this way we could be good role models for our students and exhibit the same expectations of behaviour that we were explicitly teaching each day.

As the coordinator of the PASLET team I am proud of our achievement this year in both of these areas. We still have a long way to go, but I believe we are heading in the right direction. I feel that we have listened to staff and we have listened to the students to gain a real understanding of how they feel about our school. We have continued to develop and improve our positive behaviour programme and we have made some real changes to make working here, a more positive experience for staff.

Key Outcomes

* Finalisation of positioning of signage around the school to support matrix

**Open to Learning**

**Being Responsible**

**Show Respect**

**Build Resilience**

* Upgrading of office signage to include four expectation areas
* Review of GG reward system to make it “target based” rather than competitive. Implementation of this system throughout the year.
* Survey of staff morale
* Development of staff behaviour matrix to address staff morale issues
* Setting up of “Problem solving board” whereby staff could place concerns about morale and possible solutions.
* Development of a meetings code of conduct/behaviour matrix to encourage more effective meetings and PD sessions.
* Designing of school-wide response to unproductive behaviours document.
* Development of major and minor behaviour referral forms
* Streamlining of methods of counting and collecting data on Groovy Grovers
* Implementation of yearly teaching planner using Bounce-back resources and literature boxes based on survey results from 2015
* Survey of students on the effectiveness of target based GGs and rewards for 2017
* Social and emotional wellbeing survey (online)

Where To From Here?

1. Plan next year’s social skills teaching programme based on survey results and teacher responses.
2. Imbed the staff behaviour matrix into staff meetings/ PD days
3. Develop better ways of handling students who continue to go outside the behaviour matrix by supporting teachers to use functional behaviour planning and other strategies
4. Source professional development for staff in areas of functional behaviour and teaching explicit social skills.

*Mrs Lynette O’Callaghan*

*PASLET Team Leader*