

Teacher's Guide

Supporting the wellbeing of primary school children

Behaviour report cards



Behaviour Report Cards record behavioural problems and goals and aim to enhance communication between parents / carers and teachers, facilitate parental / carer involvement and provide comprehensive support for the student. Report cards support consistency across home and school environments and provide an opportunity for the student's positive behaviour to be further encouraged by the parent / carer.

When using Behaviour Report cards:

- Communication should occur every day from school to home and from home to school. Knowing what is going on in the other setting can help both teacher and parents / carers support their child or student.
- Clearly outline which behaviours are to be reported on and the schools' response to them. For example: talking loudly at inappropriate times, refusing to comply with teachers' requests, acts of physical aggression or not completing work.
- Any positive behaviour should be noted first on the report card and the student should be praised and rewarded for positive behaviour.
- Discuss with the student and parents / carers what may have triggered certain behaviours and what may have helped encouraged more positive behaviours.
- In the case of multiple disruptions in a day or lack of progress over time, a parent-teacher meeting should be arranged, with the student present, to identify options for improving the student's behaviour and social interactions.

If the behaviour persists despite trying a number of interventions, discuss the student's situation with a supervisor or member of the learning and wellbeing support staff at your school.

<https://www.islhd.health.nsw.gov.au/services-clinics/school-link-teachers-guide>