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| August 2018 – August 2019 |

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| **SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT**ANNUAL EVALUATION Irymple South Primary School  |

# School Wide Positive Behaviour Support

**OUR VISION**

**OUR MISSION**

 *We will empower every student to reach their full potential academically, socially and emotionally through quality learning experiences every day in a safe, supportive and thriving environment.*

**OUR EXPECTATIONS**

CURIOUSITY

INCLUSION

OWNERSHIP

PASSION

# School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

SWPBS uses a tiered intervention framework which invests in prevention (Tier 1), identifies and provides targeted supports for students at risk of developing problem behaviours and individualised and intensive support for students with significant support needs.

**Irymple South Primary School commenced its School Wide Positive Behaviour Support journey in June 2018.**

## Context

Irymple South Primary School is located in a semi-rural community about 9 kilometres from Mildura. The school currently has an enrolment of 375 students and 32 staff members.

**Using the FISO improvement cycle, we identified the following goals for our Annual Implementation Plan (AIP):**

**Goal 1** in our AIP is to improve student learning achievement and we have focused intensely on **Response to Intervention** (RtI). The staff have therefore created data walls each term, where data is analysed effectively, and identified students requiring Tier 3 support on the wall. Once the students have been identified as requiring Tier 3 intervention, the strategies are then clearly outlined.

This has had a great impact on our staff professional understanding of the 3 tiered framework, therefore influencing both our academic and behavioural systemic approach. By using both RtI (academic) and SWPBS (behavioural) approaches, we have been able to provide a multi-tiered system of support for our students.

**Goal 2** of the school’s AIP is focused on **Student Voice and Agency** with the aim of developing active agents of learning through a Visible Learning Model.

By establishing this, it has allowed our students to develop intrinsic motivation and self-regulation, empowering them to be become more responsible for their actions and deepen the learning. This process is not only beneficial for academic progress, but for wellbeing too.

**Goal 3** has been informed by the FISO improvement cycle, whereby we diagnosed that we didn’t have a framework in place that supported consistency in expected behaviours.  As part of our Strategic Plan and Annual Implementation Plan, we set a goal **to enhance student health and wellbeing**.

To do this we would document and implement a whole school evidence-based framework approach to student health and wellbeing.

**It was recommended that we investigate the department’s School Wide Positive Behaviour Support initiative to support our work.**

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| **IRYMPLE SOUTH PS 2019 A.I.P GOALS** |
|  | ***To improve student learning achievement and growth in the core academic areas of literacy and numeracy*** |
|  | ***To empower all students to be active agents of their own learning*** |
|  | ***To enhance student health and wellbeing*** |

## Input

**IRYMPLE SOUTH PS SWPBS TEAM**

**Ben Milsom**

*Team Leader & Data Manager*

**Marie Roccisano**

*Secretary*

**Carmel Casale**

*Time Keeper*

**Tammy Warn**

*Communicator*

The **SWPBS team**, which consists of Ben Milsom, Marie Roccisano, Carmel Casale and Tammy Warn, have led the ISPS staff and community through the implementation of the Seven Essential Features of Universal Prevention: Tier 1 stage**.**

The team initially undertook 2 days of professional learning, along with 5 parents. The purpose of this training was to clarify the direction our school was heading, make it visible and deepen our knowledge of structures and strategies to support the implementation of the SWPB framework.

After the team’s commitment to the training, we then proactively engaged our staff by undertaking 5 (2 hour) professional learning sessions over the course of Term 3 and Term 4 of 2018. This training was aimed at developing, planning and creating elements of the Seven Essential Features of Universal Prevention.

The professional learning continued in 2019, as Ben undertook SWPBS Team Leader training and the team were involved in further development.

To further enhance the team’s understanding of behaviour, the team undertook the Department of Education and Training’s online Behaviour Support courses. The courses cover the use of the **Prevent-Teach-Reinforce** strategy and are designed to support school staff to respond to students who exhibit behaviours of concern. During the course, participants investigate the functional relationship between environment and behaviour, develop an understanding of the purpose and appropriateness of using a functional approach to analysing behaviour, learn how to assess behaviour using the Prevent-Teach-Reinforce Model, and learn how to develop behaviour support plans (Tier 2 and Tier 3 interventions).

Ben undertook all four modules, whilst the staff completed two of the modules. The school has utilised the strategy 8-10 times throughout 2019, with Ben guiding staff through the process (<http://detbehavioursupport.vic.edu.au/>).

The team continue to meet every two to three weeks with a clear agenda, roles outlined and direction that links a personalised agenda with the action plan template provided from SWPB. The professional learning continued across 2019, with a further 2-3 professional learning sessions focused on formative data for SWPB undertaken each term.

## Installation of Essential Features

Implementation of SWPBS requires a significant commitment by the whole school community. All SWPBS schools implement the Seven Essential Features of Universal Prevention. Our team have shown great progression through the essential features:

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|  | **Common language, vision and experience:*** Common language developed
* New organisational framework (vision, mission, expectations) developed
* Positive and proactive philosophy in place
* Deep understanding of SWPBS developed
* Rebranding, symbolically advertising our direction
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|  | **Leadership and school wide support:*** Participation and active involvement from leadership, SWPB team, ISPS staff and parents
* SWPBS defined in our Annual Implementation Plan
* Consistent operating procedures
* Effective communication system
* Staff digital handbook created to support staff to connect to the journey
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|  | **Clearly defined set of expected behaviours:*** Four school wide expectations defined that are positively stated, contextually & culturally appropriate and decided upon by more than 80% of staff – *CURIOSITY, INCLUSION, OWNERSHIP AND PASSION*
* Visuals developed for outside settings
* Visuals developed for inside, with a wellbeing wall being dedicated to each classroom
* Routines and procedures created for non-classroom settings
* A school behaviour matrix created with specific behaviours defined
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|  | **Teaching Expected Behaviours:*** Behaviour skills integrated into the curriculum, with a Student Empowerment Continuum created that incorporates the Victorian Curriculum Capabilities, our Behaviour Matrix and the DET’s Amplify Strategy
* Lessons designed for school wide, non-classroom and classroom expectations
* Staff using common language in all settings
* A teach/show/model process used
* Expectations visually outlined by the whole school with drone footage taken
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|  | **Acknowledging Expected Behaviours:*** Effective positive feedback established in the yard, with specific feedback and points provided for students undertaking the expected behaviours. This is spontaneous and randomised at recess and lunch, with the winning team negotiating a prize at the end of the term with the Assistant Principal
* Ratio of positives is 4:1 (confirmed through peer observation)
* Common language and understanding allows for reinforcement, positive and explicit feedback, encouragement and acknowledgement
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|  | **Responding to Inappropriate Behaviours:*** A continuum of responses created for inappropriate behaviours
* A continuum of procedures for responding to inappropriate behaviours created
* DET's Prevent-Teach-Reinforce strategy introduced and used effectively to support a number of students
* Prevent-Teach-Reinforce supports the SWPBS philosophy of identifying the problem, setting goals, tracking data, analysing data, formulating a hypothesis and developing a behaviour support plan. All in line with tiers of intervention.
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|  | **Ongoing Monitoring:*** The Big 5 Data Decision Guide used
* SWPBS assessments undertaken
* The procedures for record keeping and ongoing monitoring moved to Xuno, to allow for more effective filtered data analysis
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## Additional strategies to support the Essential Features



We have also implemented a number of other successful strategies that have integrated with the SWPB approach, including the **5 Finger Plan**. We introduced the 5 Finger Plan at the commencement of 2019 as a strategy that can be used in both the classroom and yard. This was explicitly taught in class and modelled at a number of assemblies with specific scenarios.

Fidelity

Schools use a range of data tools to measure the fidelity of implementation of SWPBS. These include the Tiered Fidelity Inventory (TFI) and a series of Self-Assessment Surveys (SAS) which measure staff perceptions of implementation.

The school has produced some great results within their TFI and SAS data, which can be seen below:

**Tiered Fidelity Inventory** (TFI) data has shown an increase of 24% in 5 months:

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| **December 2018** *(Informal, internal)* | **May 2019** *(Formal, external)* |
| 63% | 87% |

**Self-Assessment Surveys** indicate a differential of:

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| **Non Classroom Settings SAS** | **August 2018** | **August 2019** |
| In Place | 48% | 92% |
| Partial in Place | 46% | 7% |
| Not in Place | 6% | 1% |
| **School Wide System SAS** | **August 2018** | **August 2019** |
| In Place | 56% | 95% |
| Partial in Place | 49% | 5% |
| Not in Place | 5% | 0% |

The results below are from a formal walkthrough undertaken by Sharon Houlden (SWPBS Coach) and Helen Martin (Student Support Services Branch Manager) during the external administration of a formal TFI in May 2019.

**External TFI Walkthrough results – May 2019:** *Sample size 16 students*

The second set of results are from an internally administered school walkthrough undertaken by Ben in October. As you can see, the second sample size is larger.

**Internal Walkthrough results – October 2019:** *Sample size 42 students*

Impact

The team and school have some great results in the Attitudes to School Survey that reflects the work of the whole school approach to School Wide Positive Behaviours, along with the work of the school’s Student Wellbeing Team (made up of 16 Grade 6 students). As part of our effort to increase student health and wellbeing, we put into place intervention strategies to decrease bullying and below is our impact.

**2017 - 2019 Attitudes to School Data Results – Managing Bullying and Bullying Experiences at Irymple South Primary School**

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| **SURVEY FACTOR** | Overall Primary % Positive |
| **2017** | **2018** | **2019** |
| **MANAGING BULLYING***(this includes feeling safe, perception of how the school deals with bullying and knowing where to go for help)* | 87% | 91% | 95% |
| **EXPERIENCE OF BULLYING** | Overall Primary % Positive |
| **2017** | **2018** | **2019** |
| I have been bullied at my school this term | 22% | 15% | 5% |
| I have often been teased in an unpleasant way or called names at my school (verbal) | 37% | 27% | 10% |
| Other students often leave me out of things on purpose or spread rumours about me | 23% | 18% | 14% |
| I have been hit, kicked, hurt or threatened on purpose by another student | 30% | 32% | 14% |
| I have often been picked on by another student from my school while online or on social media | 11% | 1% | 3% |

In August 2019, Staff have also reviewed and outlined other increases to our Attitudes to School Survey (ATOSS) data, where the SWPB program has either directly or indirectly impacted.

| **SURVEY FACTOR** | Overall Primary % Positive |
| --- | --- |
| **2017** | **2018** | **2019** |
| Stimulated learning | 85% | 85% | 91% |
| Learning confidence | 81% | 81% | 85% |
| Self-regulation and goal setting | 88% | 91% | 93% |
| Motivation and interest | 86% | 87% | 89% |
| School connectedness | 88% | 89% | 93% |
| Respect for diversity | 85% | 83% | 93% |
| Classroom behaviour | 85% | 82% | 89% |

We have also shown continual growth through the development of our own Student Wellbeing Team and personalised surveys for our context. At the commencement of 2019, a Student Wellbeing Team was established to continue to support students to ‘Speak Up’ and stamp out bullying. The ‘Speak Up’ surveys are conducted every month and the team analyse the data and decide upon appropriate actions. Below is a monthly snapshot of students who believe they had been bullied at school ‘two weeks prior’ to commencing the survey.

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| **Bullying Prevention** |
| **Date** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** |
| 18/3/19 | 2/49 | 2/56 | 5/36 | 4/43 |
| 7/5/19 | 1/41 |  1/57 | 4/42 | 0/46 |
| 15/6/19 | 1/42 | 1/55 | 2/42 | 1/45 |
| 17/7/19 | 0/45 | 1/54 | 1/42 | 0/45 |

Actions that the Student Wellbeing Team have undertaken are:

* Creating positive messages around the school
* Using assembly as a platform for students to be aware that they can speak up and we won’t tolerate bullying
* Running workshops in classrooms to support the use of the whole school’s 5 finger plan strategy
* Running role-plays at Assembly to support the use of the whole school’s 5 finger plan strategy
* Running workshops in classrooms to provide students with a number of support strategies to add to their wellbeing toolkit
* Using consultative and restorative approaches to support students who ‘speak up’

We have also shown growth in our academic data, where identified students requiring **Tier 3** support have improved. This is a sample:

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| **STUDENT identified requiring Tier 3 Behavioural Support** | **Date identified** | **Academic Growth (evaluated in August)** |
| STUDENT 1  | March 2019 | Above average growth in teacher assessed reading |
| STUDENT 2  | April 2019 | 0.5 growth in Maths O.D.Above average growth in teacher assessed reading |
| STUDENT 3 | June 2019 | Moved from reading level 5 to 10 |
| STUDENT 4 | March 2019 | 0.7 growth in Maths O.D.2.0 growth in Reading O.D. |
| STUDENT 5 | July 2019 | Above average teacher assessed growth in writing, maths |

Sustainability

Moving forward, in consultation with coach and mentor Sharon Houlden, we have identified our next steps from the Tiered Fidelity Inventory Report and consultation meetings.

Using the **FISO Improvement Cycle**, we have stated (in a snapshot below) our next steps:



* **A scope and sequence of explicit teaching of wellbeing** needs to be established. This will run in conjunction with the launch of the Respectful Relationships curriculum to provide a universal level framework to map against our current expectations.
* **Monthly data analysis** needs to be undertaken on a more regular basis through Xuno and the Big 5 Online process tracked here: <https://pbismissouri.org/dbdm-solution-plan-google-form/>
* **Complete tasks required for end of year award**, in preparation for moving into Tier 1 Classroom Systems
* Undertake Bullying Prevention training.

*Irymple South Primary School are proud of their achievements thus far. These results are indicative of the strong passion and devotion that the SWPBS team and staff at ISPS have committed to, to embed a SWPBS culture.*