

Positive Behaviour for Learning (PBL)



CARBROOK STATE SCHOOL 2024 Annual Report

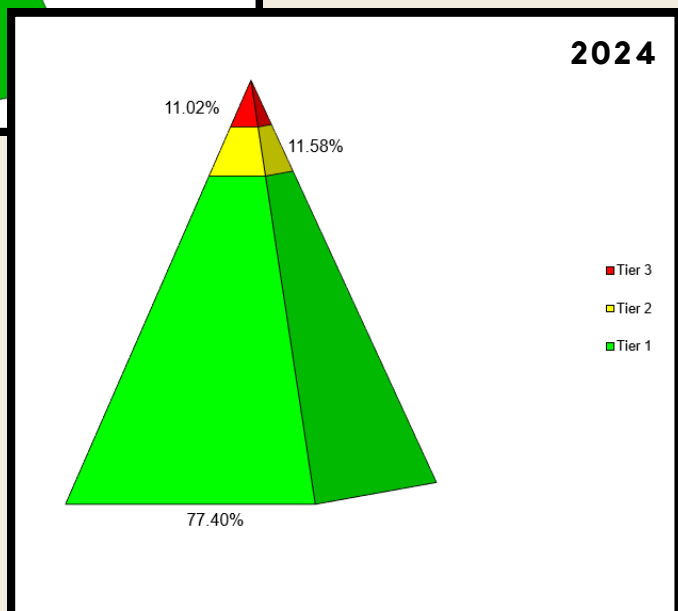
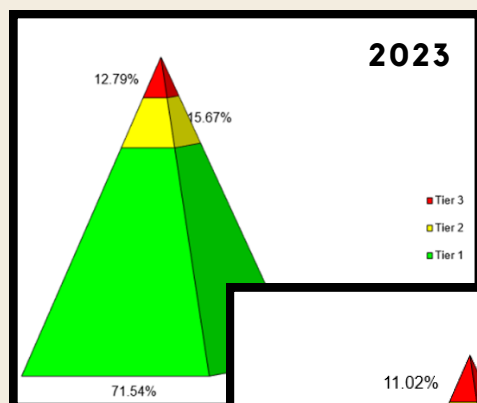
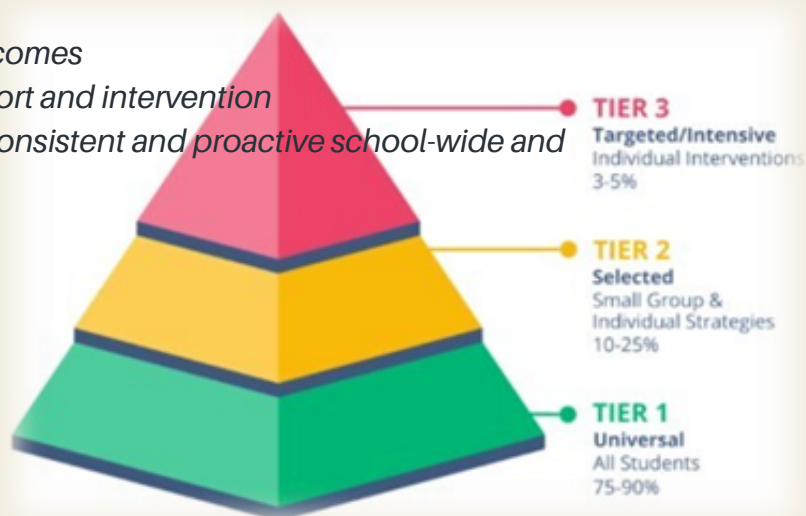
What is PBL?

Positive Behaviour for Learning (PBL) is an evidence-based three-tiered framework for improving and integrating all the data, systems, and practices affecting student outcomes every day. Carbrook State School has been implementing PBL processes and practices for over a decade. We intend to maintain commitment to this by providing by providing a quality framework to support and improve our students social, emotional, behavioural and academic outcomes. As a school, we use PBL to:

- analyse and improve behaviour and learning outcomes
- select evidence-based practices for student support and intervention
- provide support to staff members in maintaining consistent and proactive school-wide and classroom systems and practices.

When implemented as intended, PBL has been shown to:

- improve academic outcomes
- reduce rates of problem behaviour across the school
- raise the positive public profile of the school
- increase consistency of practices
- improve staff and student wellbeing
- increase teaching time, and
- improve school climate



TRIANGLE DATA

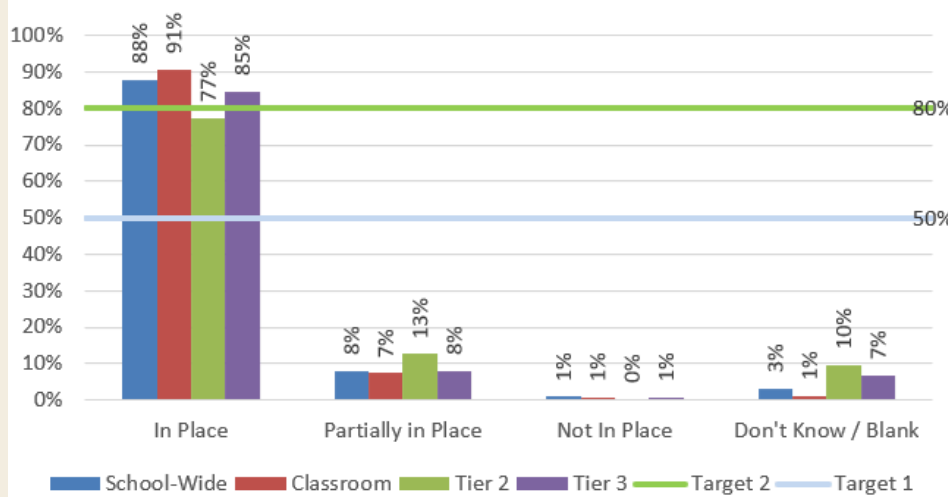
OUTCOME

This data encapsulates the number of major incidents across our school, across the year. The tier 3 juncture represents students with greater than 5 major behaviours per year, while the yellow, a range of 2-5 incidents. When comparing to 2023, there is a decrease in the number of students in our Tier 3 and 2 aspects of the triangle. Data recording was slightly modified this year, and therefore, this could be reflected in the data. Moving forward, targeted intervention and supports are required when managing students to ensure equity for all students in and outside the classroom. Planning has commenced for prioritising early intervention in 2025, to support students and teachers requiring both Tier 2 and 3 management.

OUTCOME

Our annual Effective Behaviour Support Survey (EBS) indicates that according to our staff, we have strong schoolwide and classroom systems. This suggests our positive behaviour acknowledgement system and fortnightly lessons continue to ensure our universals are followed diligently and students experience success and praise. It has also shown an area for improvement in our non-classroom settings of students, who require Tier 2 intervention and support. Our team has used this to action plan for next year, how best we can support our 10-25% of students, to better participate in classroom and play-based settings.

Carbrook State School 2024 EBS CURRENT STATUS



TIERED FIDELITY INVENTORY (TFI)

SER PA PBL 2023 - Optional Additions to Tiered Fidelity Inventory in Green font

Walkthrough Tool

Interview and Observation Form with additional SET questions

School Carbrook SS Date 24-4-24

Region SER

School-wide Expectations:

- Responsible
- Respectful
- Safe
- Learner
-

Data collector

Nicole James

Name of School-wide Expectations:

4 B's

Name of Acknowledgment System:

Gotchas

PBL focus of the week/mn transition

| Staff questions (Interview 10% or at least 5 staff members) | | | | Student questions (at least 10 students) | | |
|--|--|---|--|--|---|------------------------------|
| What are the school expectations? Record the # known. | Have you taught the school rules/behaviour expectations to students this year? | What is the PBL focus this week/mn? How have you taught it? | Have you given out any... since...? (2 months) | What are the school expectations? Record the # known | Have you received a... since...? (week) | What did you receive it for? |
| (Role) | | | (Year) | | | |
| 1 T | VVV | ✓ | 1 2 | VVV | ○ N | Learner |
| 2 T | VVV | ✓ | 2 2 | VVV | ○ N | Respectful |
| 3 TA | VVV | ✓ | 3 6 | VVV | ○ N | Learner |
| 4 TA | VVV | ✓ | 4 6 | VVV | ○ N | Learner |
| 5 TA | VVV | ✓ | 5 3 | VVV | ○ N | Learner |
| 6 TA | VVV | ✓ | 6 3 | VVV | ○ N | Responsible |
| 7 T | VVV | ✓ | 7 3 | VVV | ○ N | Learner |
| 8 T | VVV | ✓ | 8 2 | VVV | ○ N | Safe Learner |
| 9 T | VVV | ✓ | 9 2 | VVV | ○ N | Responsible |
| 10 TA | VVV | ✓ | 10 4 | VVV | ○ N | Responsible |
| 11 TA | VVV | ✓ | 11 4 | VVV | ○ N | Learner |
| 12 T | VVV | ✓ | 12 5 | VVV | ○ N | Learner |
| 13 TA | VVV | ✓ | 13 5 | VVV | ○ N | Learner |
| 14 TA | VVV | ✓ | 14 P | VVV | ○ N | Being Good |
| 15 T | VVV | ✓ | 15 P | VVV | ○ N | Being Good |
| Total | | | Total | | | |

Additional recording sheet if larger sample is required (see overleaf)

100%

The annual TFI is an efficient tool used to measure the reliability of PBL implementation across the school. It measures the efficiency and explicitness of our 4 school values and the behaviours within them, by determining how well teachers teach and students respond to the expected behaviours. Informal questions are asked of our staff and students by our Principal Advisor to PBL, to determine these results. The benchmark for this data is 70%. This year, the TFI indicates that we are implementing Tier 1, with fidelity overall at 100%.

GOALS FOR 2025

- Launch of our new 4Cs school values to align with our existing 4Bs
- Finalise new signage for both inside and outside of classrooms consisting of our school values
- Develop Tier 2 and 3 intervention lessons to provide students with greater social and emotional support opportunities
- Continue to provide clarity and capacity building around preventative strategies and consequences for student behaviour
- Engage with regional PBL regeneration process