

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT ANNUAL EVALUATION Irymple South Primary School

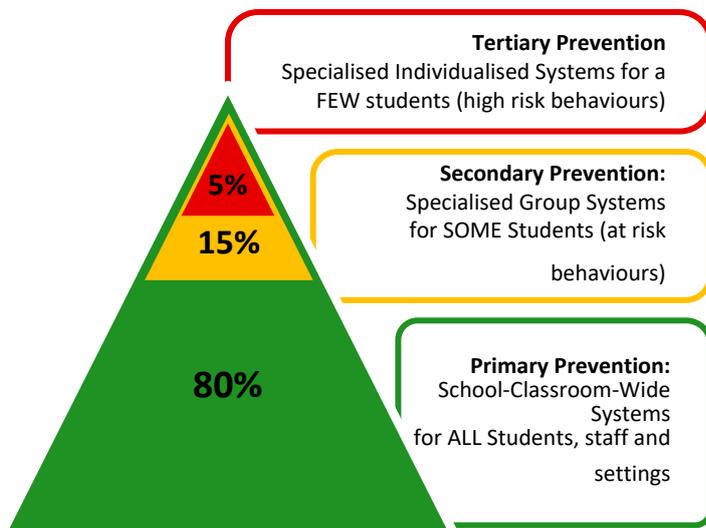


School Wide Positive Behaviour Support

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.



OUR VISION



Together we will make the Irymple South Primary School community the best place for learning and growth



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

- CURIOSITY
- INCLUSION
- OWNERSHIP
- PASSION

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 31 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 Rtl (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 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.

IRYMPLE SOUTH PS 2020 A.I.P GOALS

G1

To improve student learning achievement and growth in the core academic areas of literacy and numeracy

G2

To empower all students to be active agents of their own learning

G3

To enhance student health and wellbeing

Input

The **SWPBS team**, which consists of Ben Milsom, 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 has continued its journey with a focus on embedding the Seven Essential Features, along with the implementation of Universal Prevention B, inclusive of modules 11-15.

Over the course of 2020, the team and whole staff have committed to professional learning in the Seven Essential Features and Universal Prevention B.

To further enhance the team's understanding of behaviour, the team re-established its connection by undertaking further professional development in the Department of Education and Training's online Behaviour Support courses. The courses

IRYMPLE SOUTH PS SWPBS TEAM

Ben Milsom

Team Leader & Data Manager

Carmel Casale

Time Keeper and Secretary

Tammy Warn

Communicator

cover the use of the **Prevent-Teach-Reinforce** (PTR) 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).

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 SWPBS. Although students and staff entered Remote Learning for Terms 2 and 3, the staff were still active in at least 3 whole staff professional learning sessions a term focused on embedding School Wide Positive Behaviour Support Practices.

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:

EF1

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

EF2

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

EF3

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



EF4

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



EF5

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



EF6

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.



EF7

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

Additional strategies to support the Essential Features



We have also implemented a number of other successful strategies that have integrated with the SWPBS approach, including the **Five Finger Plan**. We introduced the Five Finger Plan at the commencement of 2019 as a strategy that can be used in both the classroom and yard.

This was embedded in 2020. We collected baseline data from every student in the school, establishing the exact numbers of students who could articulate the Five Finger Plan and what it was used for. Our initial data indicated 32 students could articulate the Five Finger Plan. In response to this we:

- Established a Wellbeing Student Voice Team that explicitly taught each grade about the Five Finger Plan
- Assigned a remote learning task, where students had to role-play a behavioural situation where the Five Finger Plan could be implemented
- We incorporated the Five Finger Plan into our Term 3 Wellbeing Unit that focused on 'How can I show respectful behaviour?'

We had success in a number of ways:

- The Student Voice Team showed great confidence and articulation when teaching their lesson.
- Over 250 students created a role-play video that showed the Five Finger Plan being implemented.
- Every team of teachers created an Inquiry Unit that focused on teaching and modelling respectful behaviours. This was based on the below whole school FISO Improvement Cycle:

Evaluate and Diagnose	Prioritise and set goals	Develop and plan	Implement and monitor
We currently don't have a whole school plan to teaching an explicit bullying prevention approach. We have therefore decided to implement the explicit teaching of skills and strategies to help students stop disrespectful and bullying behaviour.	<p>Use resources to build our knowledge and in teams, we will develop a whole school plan that focuses on stopping disrespectful and bullying behaviour.</p> <p>Embed the common philosophy and purpose of SWPB.</p> <p>Explicitly implement the Respectful Relationships Program from Prep-6.</p>	<p>Use resources to build our knowledge and in teams, we will develop a whole school plan:</p> <ul style="list-style-type: none"> - Cancel MAPPEN for Term 3 and introduce a specific bullying prevention unit of work. Our plan is to give students the tools to extinguish bullying. The title of our Inquiry: What can I do to show respectful behaviour? - Utilise BP in PBS document, our contextual resource document and Respectful Relationships as the main 	<p>Know thy impact? When we are monitoring, how will we know our impact?</p> <p>Use resources to build our knowledge and in teams, we will develop a whole school plan that focuses on stopping disrespectful and bullying behaviour.</p> <ul style="list-style-type: none"> - How well do the students in my class know the Five Finger Plan? Interview the students as to how the Five Finger Plan is working.

Evaluate and Diagnose	Prioritise and set goals	Develop and plan	Implement and monitor
	<p>Use data analysis for ongoing monitoring.</p>	<p>tools to create the unit of work.</p> <p>Embed the common philosophy and purpose of SWPB:</p> <ul style="list-style-type: none"> - The use of evidence based instructional principles to teach expected behaviours. This will be done through explicit lesson plans that teach expected behaviours. - The monitoring and acknowledgement of students for engaging in appropriate behaviour. This will be done through teachers creating a continuum of success for 'Inclusion'. Each stage of the continuum will have measurable and user-friendly skill descriptors that students can own and monitor. - Specific instruction and pre-correction to prevent bullying behaviour from being rewarded by recipients or bystanders. This will be done through our wellbeing focus in Term 3. Our Inquiry Unit will be titled: 'What can I do to show respectful behaviour?' - The correction of problem behaviours using a consistently administered continuum. We have these established in every grade. - The establishment of a team that develops, implements and manages. We have established a SWPB team, a Respectful Relationships team and a Student Voice Team that plays a major role in preventing bullying and helping students develop resilience. <p>Explicitly implement the Respectful Relationships Program from Prep-6</p> <ul style="list-style-type: none"> - The Respectful Relationships Curriculum will be investigated by teams. - The Respectful Relationships Curriculum will be taught explicitly in conjunction with our 	<ul style="list-style-type: none"> - Ask teacher for feedback on the implementation and use of the strategy in the class and yard. - Can students articulate strategies that show respectful behaviour? <p>Embed the common philosophy and purpose of SWPB.</p> <ul style="list-style-type: none"> - Can students articulate their improvement on the Inclusion expected behaviour continuum. - Undertake a check in at Staff Meeting. Blended teams to reflect on challenges and successes. - Peer Observation to support teams with the explicit teaching of the unit of work. <p>Explicitly implement the Respectful Relationships Program from Prep-6.</p> <ul style="list-style-type: none"> - Integrate with Peer Observation to observe the implementation of RR <p>Use data analysis for ongoing monitoring.</p> <ul style="list-style-type: none"> - Analysing data once a month through the Big 5 and the Triangle Tool, we will look for disrespectful behaviours and whether our teaching is having an impact. - Students will analyse the speak up surveys to measure and track the impact. They will develop solution plans.

Evaluate and Diagnose	Prioritise and set goals	Develop and plan	Implement and monitor
		<p>Bullying Prevention Unit that links RR and SWPB</p> <p>Use data analysis for ongoing monitoring</p> <ul style="list-style-type: none"> - Ensuring that data is analysed monthly through Xuno using the Big 5. We will analyse this for consistent disrespectful behaviours that could be defined as bullying behaviour. Solution plans will be put into place. - Data will be analysed and categorised into the Triangle tool each month. This will be used to implement solution plans should they be required for tiered behavioural intervention. <p>Our Speak Up Survey will continue for Grades 3-6, where bullying behaviours are identified and various teams work on correcting the behaviour.</p>	

- A publication was created on Social Media that outlined the purpose of the Unit of Work. The purpose of this being to increase awareness throughout the whole school community.
- The data of students identifying increased dramatically. Our baseline data increased from 32 students identifying the Five Finger Plan up to 254 being able to confidently articulate and use the Five Finger Plan.

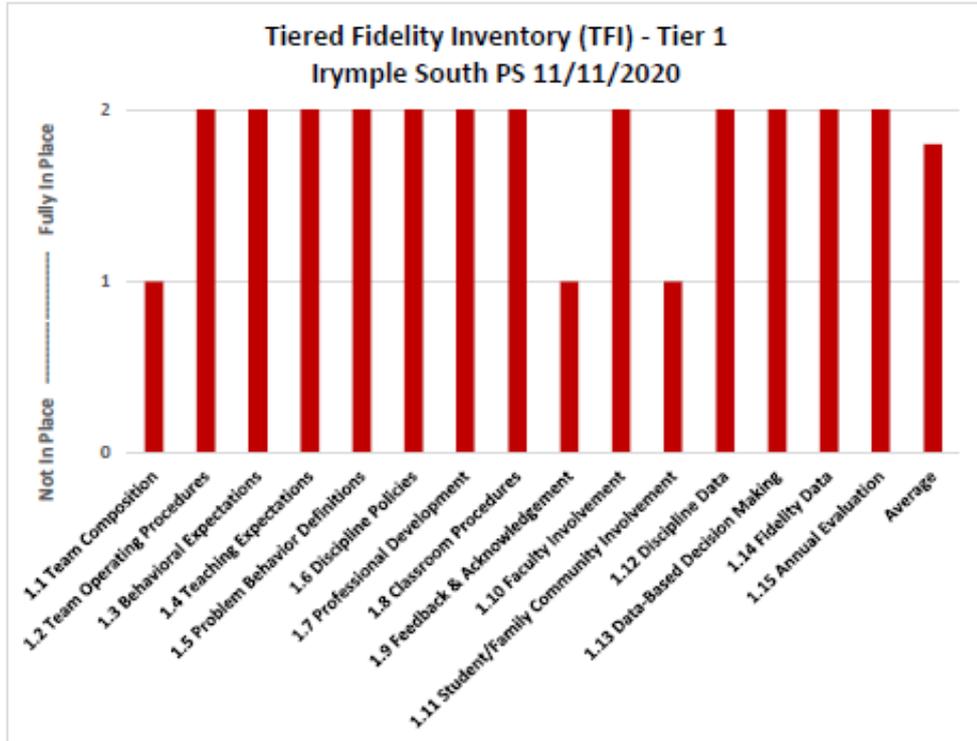
Fidelity

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 in the following tables. It is worth noting that staff perceptions captured in the SAS are consistent with the externally assessed TFI results. This indicates that staff professional learning, the regular sharing of data and involvement in decision making has been effective.

Tiered Fidelity Inventory (TFI) data has shown:

May 2019 (Formal, external)	November 2020 (Formal, external)
87%	90%



The results below are from a formal walkthrough undertaken by Sharon Houlden (SWPBS Coach) during the external administration of a formal TFI in November 2020.

External TFI Walkthrough results – November 2020

STAFF: What are the school values/expectations?

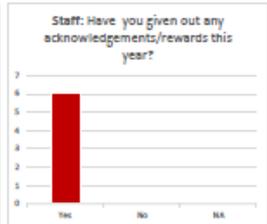
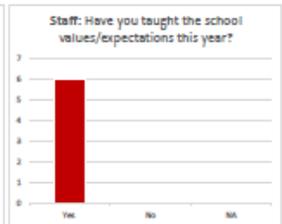
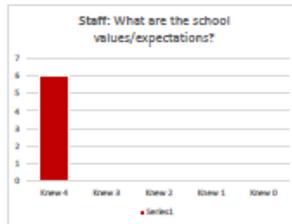
Knew 4	6
Knew 3	0
Knew 2	0
Knew 1	0
Knew 0	0
Total	6

STAFF: Have you taught the school values/expectations this year?

Yes	6
No	0
NA	0

STAFF: Have you given out any acknowledgements/rewards this year?

Yes	6
No	0
NA	0

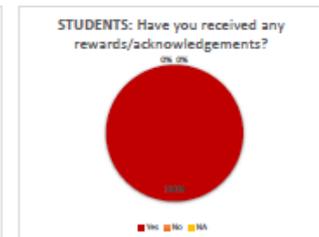
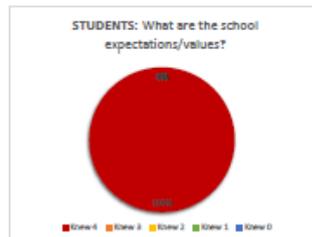
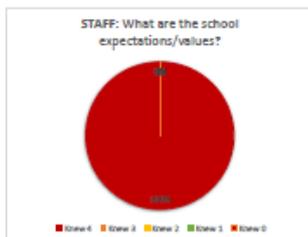
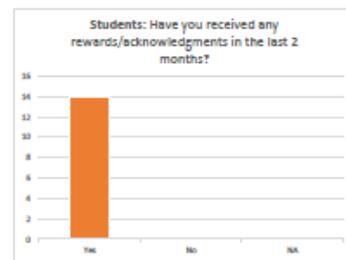
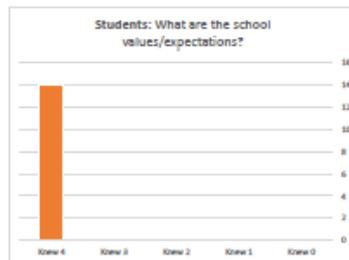


STUDENTS: What are the school expectations?

Knew 4	14
Knew 3	0
Knew 2	0
Knew 1	0
Knew 0	0
Total	14

STUDENTS: Have you received any Feedback/rewards when you have shown this expectation this year?

Yes	14
No	0
NA	0



Self-Assessment Surveys indicate a differential of:

Non-Classroom Settings SAS	August 2019	November 2020
In Place	92%	90%
Partial in Place	7%	9%
Not in Place	1%	1%
School Wide System SAS	August 2019	November 2020
In Place	95%	93%
Partial in Place	5%	7%
Not in Place	0%	0%

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 Behaviour Support, along with the work of the school's Student Wellbeing Team, which has graduated from using just Grade 6 students to involving 2 students from every class.

The staff were actively involved in professional learning that focused on Bullying Prevention:

- Embedding core SWPBS Practices (Module 10)
- Planning to increase staff expertise (Module 11)
- Prevention of Bullying Behaviour in SWPBS context (Module 12)
- Improving data analysis for problem solving (Module 14)

The details of the above professional learning can be found in our Action Plan.

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. The SWPB team's approach to monthly analysis improved dramatically, with the process of identifying the BIG 5 being embedded. The analysis of this data also contributed to managing the behavioural experiences outlined in the next table.

2017 – 2020 Attitudes to School Data Results – Managing Bullying and Bullying Experiences at Irymple South Primary School

SURVEY FACTOR	Overall Primary % Positive			
	2017	2018	2019	2020
MANAGING BULLYING <i>(this includes feeling safe, perception of how the school deals with bullying and knowing where to go for help)</i>	87%	91%	95%	94%
EXPERIENCE OF BULLYING	Overall Primary % Positive			
	2017	2018	2019	2020
I have been bullied at my school this term	22%	15%	5%	5%
I have often been teased in an unpleasant way or called names at my school (verbal)	37%	27%	10%	20%
Other students often leave me out of things on purpose or spread rumours about me	23%	18%	14%	6%
I have been hit, kicked, hurt or threatened on purpose by another student	30%	32%	14%	16%
I have often been picked on by another student from my school while online or on social media	11%	1%	3%	9%

In October 2020, 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	2020
Stimulated learning	85%	85%	91%	81%
Learning confidence	81%	81%	85%	83%
Self-regulation and goal setting	88%	91%	93%	89%
Motivation and interest	86%	87%	89%	79%
School connectedness	88%	89%	93%	91%

SURVEY FACTOR	Overall Primary % Positive			
	2017	2018	2019	2020
Respect for diversity	85%	83%	93%	89%
Classroom behaviour	85%	82%	89%	86%

We have also shown continual growth through the development of our own Student Wellbeing Team and personalised surveys for our context. Unfortunately, due to Remote Learning, these surveys weren't as active. The following data shows the outcomes from Term 1 and Term 3 2020.

Bullying Prevention				
Date	Grade 3	Grade 4	Grade 5	Grade 6
28/2/2020	1	1	2	0
18/3/2020	0	0	1	0
28/7/2020	0	0	1	0

In Term 4, the school took a whole school focus to acknowledging expected behaviours. The outline for this can be seen below.

Evaluate and diagnose	Prioritise and set goals	Develop and plan	Implement and monitor
<p>We currently don't have a whole school system where expected behaviours are measured for impact.</p> <p><i>Why do we need one?</i></p> <ul style="list-style-type: none"> - Consistency in language across the grades. - To embed the expectations in our grades. - For teachers and students to use the positive language more often. - To continue to create positivity and calm classroom environments. 	<p>We will blend actions 4 and 5 together from our AIP.</p> <p>Our goals are:</p> <ul style="list-style-type: none"> - To establish a system where expected behaviours are measured for impact, using data to analyse growth. - To have consistency with a common language and common understanding of expected behaviours. 	<p>Every room will introduce a visible chart that clearly references our expectations. This chart will be co-created by the SWPB team and provided to each classroom.</p> <p>During class time, specialist time or in the yard – our students will be positively acknowledged for their expected behaviour. Explicit language that references the expectations will be used.</p> <p>Every Thursday after school, teachers will submit their classroom data.</p> <p>Every Friday during lunch eating time – the Grade 6 students from the Wellbeing SVT will analyse the data, after it has been submitted. We will then display the data, providing feedback to classrooms.</p>	<p>The Wellbeing Student Voice Team will monitor the data and provide feedback to classrooms. They will also monitor the comparative data on a week to week basis.</p> <p>Classroom teachers need to be vigilant in monitoring their own classroom data and will look for improvements and growth each week.</p> <p>A whole school reward will be provided when we reach a certain aspect. This will be co-created by the whole staff.</p> <p>We will also celebrate and acknowledge highlights on a weekly basis.</p>

WHOLE SCHOOL	Nov 2-6	Nov 9-13	Nov 16-20	Nov 23 – 27
PASSION  Showing enthusiasm, embracing opportunities and following your dreams.	78	142	77	71
OWNERSHIP  Taking responsibility for our learning and actions.	101	198	148	123
CURIOSITY  The strong desire to gain deeper understanding by exploring and discovering.	36	79	61	43
INCLUSION  Valuing and supporting every person to fully participate, learn, develop and succeed.	57	92	Goal: 171 116	Goal: 123 152 (whole school celebration)

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

STUDENT identified requiring Tier 3 Behavioural Support	Date identified	Academic Growth (evaluated in November)
STUDENT 1	July 2020	Showed growth in literacy teacher judgement – speaking & listening Showed growth in literacy diagnostic testing – spelling Showed growth in literacy teacher judgement - writing
STUDENT 2	June 2020	Showed growth in mathematics diagnostic testing
STUDENT 3	March 2020	Reading Level 11 – 18 Growth in mathematics and writing
STUDENT 4	June 2020	Reading Level 15 – 24 Growth in mathematics and writing
STUDENT 5	March 2020	Reading Levels 4 – 12 Growth in mathematics

All students who were identified through referrals to commence the PTR process showed high levels of ownership and improvement in their broad goal, problem behaviours to decrease and expected behaviours to increase. The success criteria for these behavioural expectations have been tracked and can be found on our Xuno system.

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 and will continue to use the FISO Improvement Cycle to achieve our targets.



At end of 2019, Irymple South Primary School was successful in achieving a Bronze Award for implementing the Tier 1 Essential Features with a high level of fidelity. The staged implementation of the Universal Prevention B Action Plan has seen a strengthening of core practices and a broader application of the Essential Features. The school has continued to sustain and refine its implementation of SWPBS throughout 2020, despite the challenges of remote learning.

In administering the TFI, our coach reflected on the conversations with the SWPBS Team, staff and students. Our coach noted a greater understanding and ownership of the schoolwide expectations and the framework overall. The effective use of data by team members to prompt staff reflection and encourage problem solving was also noted.

The recommendations in the TFI report were distilled down to three areas and the school will use these to inform next steps. The TFI report provides more detailed suggested actions under each of the items noted).

1. Formalise and document a school-wide acknowledgement system

(Item 1.9 of the TFI report)

2. Review Family/Community involvement

(Item 1.11 of the TFI report)

3. Document existing Tier 2 Interventions

(Items 2.3 and 2.4 of the TFI report. See also Tier 2 subscale 'Interventions' of the TFI and the dot points below).

Recommendation 3 extends the significant work the team have done in developing a Multi-tiered System of Support for their students. The following actions will further enhance this work:

- Strengthen the team's understanding of Tier 2 and Tier 3 Support Systems by exploring the work of SWPBS experts such as Tim Lewis of the Missouri SWPBS (videos, readings etc).
- Map and document current interventions (behavioural/social and academic) and identify the function-based support needs they address as outlined in the TFI Appendix B.

- Identify gaps and consider other interventions the team could tweak or develop based on the guidance for each of the evidence-based practices listed in the TFI on both the pbis.org and the pbisworld.com websites.
- Consider the use of further screening tools to identify students early who need additional support e.g. the DET Student Check-In Resource (*TFI Item 2.3*)
- Explore developing a formal request for assistance process and form for staff and families to request behavioural and academic assistance for their students (*TFI Item 2.4*).

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.