

PBS DOWN UNDER
PBL=PBS=PBIS
PBL= Positive Behaviour for Learning

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Department of Education and Communities

Acknowledgements

- Our Students
- Our School teams
- Our Regional PBL Leadership team
- Our PBL coordinators and officers state-wide
- Support received from US PBIS technical assistance centre, particularly Professor Tim Lewis: www.pbis.org
- Our partnership with University of Western Sydney
- Our Partnership with NSW Health



Schools Trained in PBL by Type of School Feb 2013

Region	Primary	Secondary	Central/Community	SSP	Grand Total
Hunter/Central Coast	63	18	1	2	84
Illawarra and South East	77	23	2	2	104
New England	11	8	8	0	27
North Coast	65	25	3	1	94
Northern Sydney	56	12	0	3	71
Riverina	23	12	4	1	40
South Western Sydney	79	39	0	10	128
Sydney	13	7	1	0	21
Western NSW	29	22	11	4	66
Western Sydney	115	37	0	9	161
Grand Total	531	203	30	32	796

Western Sydney Region: Our Students



106,000 + students

Western Sydney region has 14% of all students in the state making us the third largest DEC region

Our students



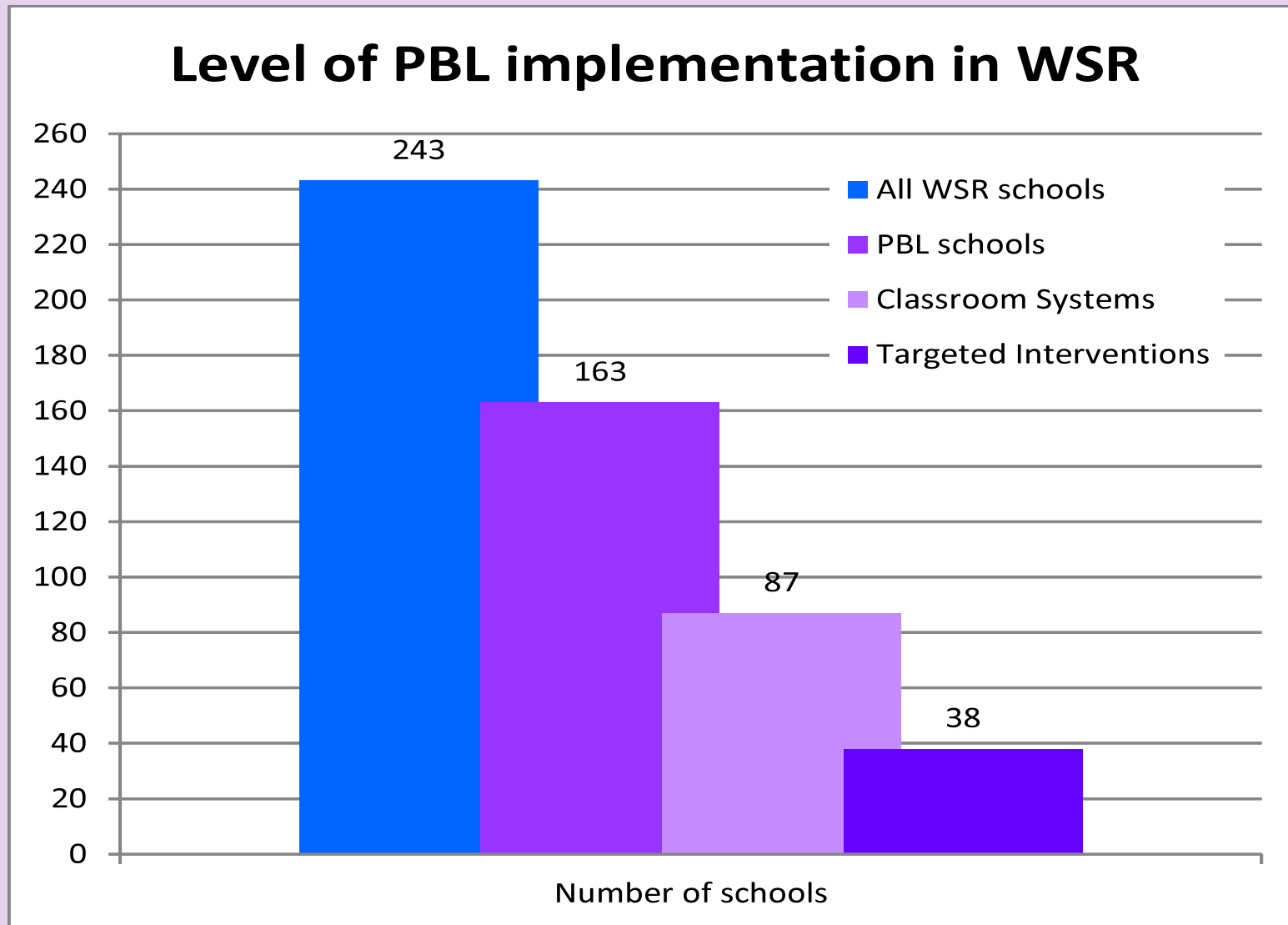
- 4,500 Aboriginal students enrolled in our schools (4.4% of our students).
- Approximately 37% of our students are from language backgrounds other than English.
- Asian and Pacific Islander backgrounds predominate.

Our schools

Our students have access to:

- 245 schools, including;
 - 176 Primary Schools,
 - 51 High Schools,
 - 15 Schools for Specific Purposes and;
 - 3 Environmental Education Centres.

Level of PBL implementation



Multi-tiered System: PBL

Whole school

Data-driven

Prevention based framework

for improving learning outcomes

for all students

through a layered continuum

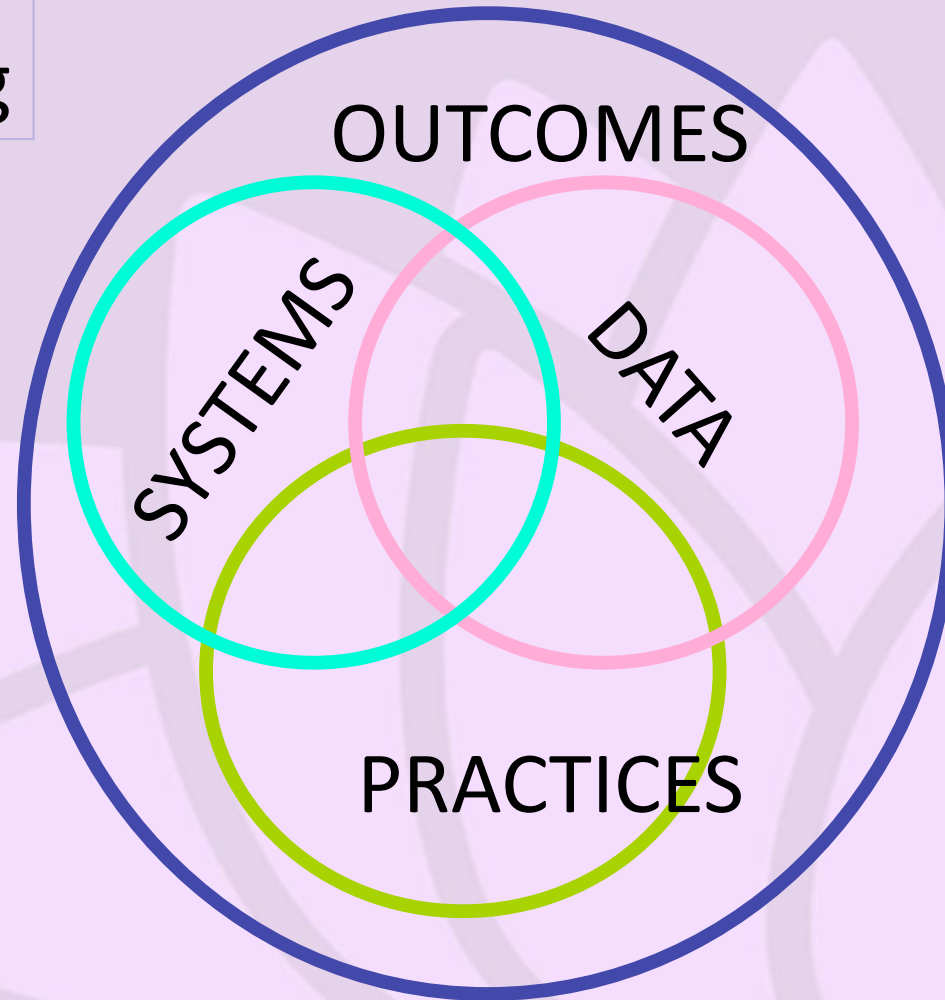
of evidenced based practice

SW-Positive
Behaviour
For Learning

Social Competence &
Academic Achievement

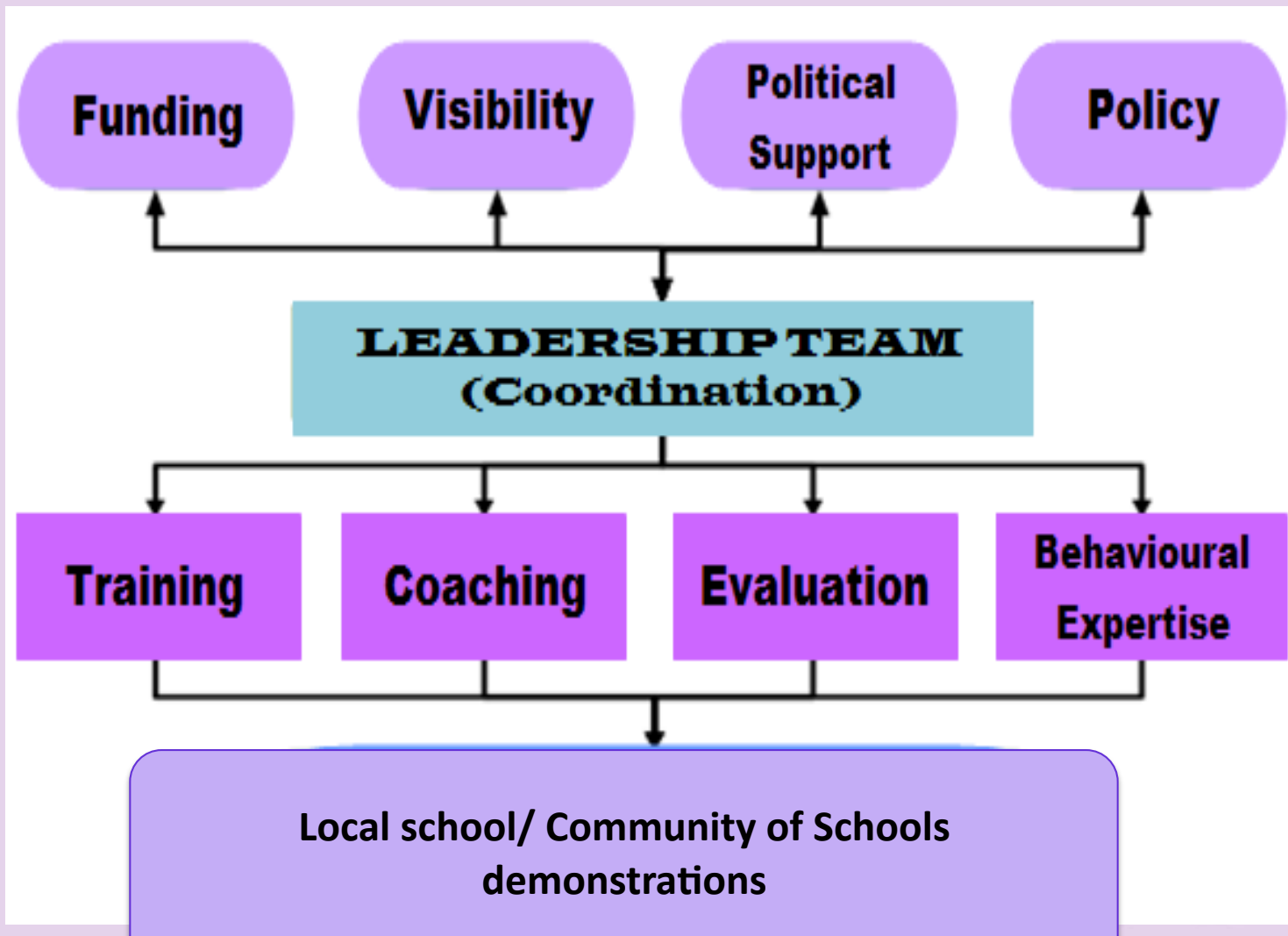
Supporting
Staff Behaviour

Supporting
Decision
Making



Supporting
Student Behaviour

Planning for sustainability: Establishing parallel systems of support



Leadership and Coordination within our region

PBL/ Learning
Support Team
Framework

Teacher
Quality

Gifted &
Talented

Attendance
Programs

Student
Welfare

Leadership for
School
Improvement

New Curriculum

Behaviour
Programs

School
Counselling
Service

Student
Volunteering

Every student
Every School

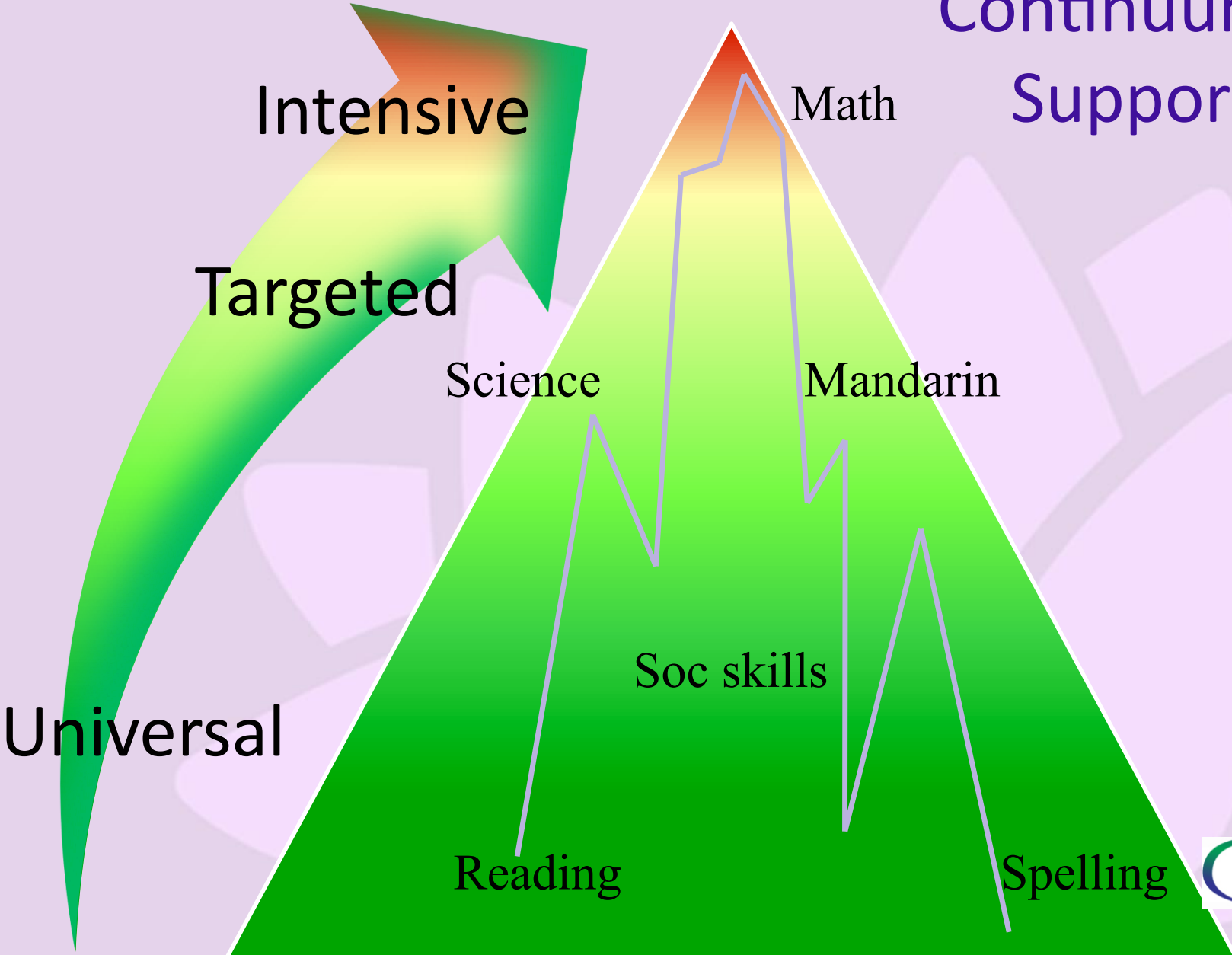
Disability
Programs

National
Partnerships:
Lit/ Numeracy
and low SES



Successful Student Outcomes

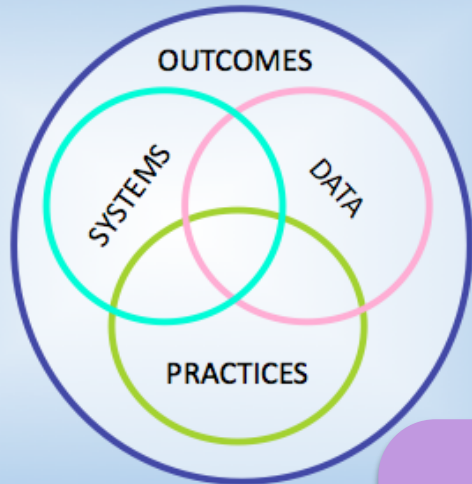
Continuum of Supports



Integrated Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior

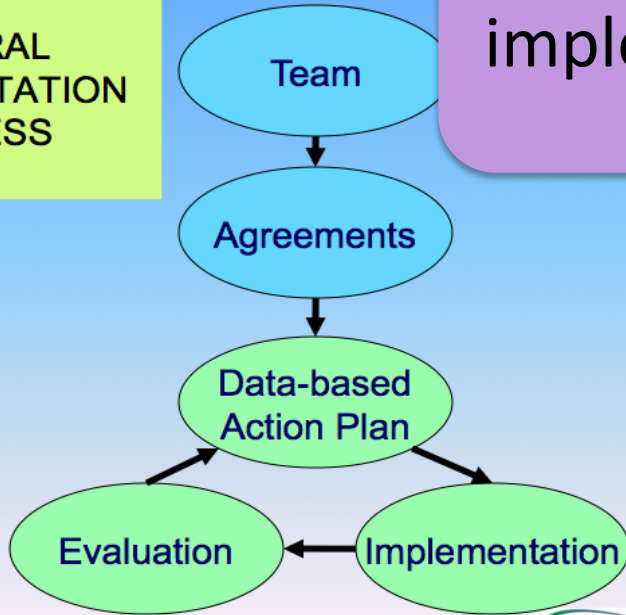
Integrated Continuum of Support for ALL

Universal

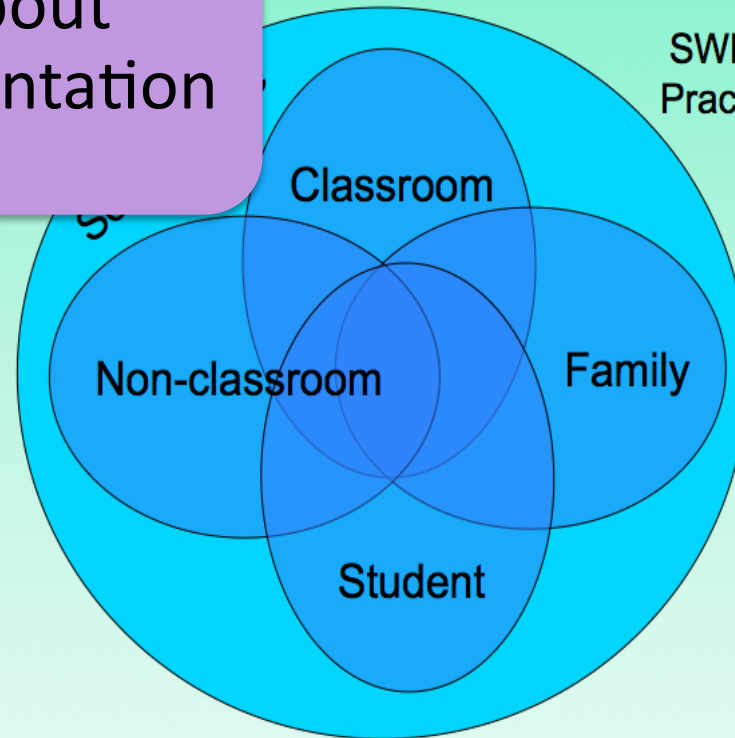
Intensive
Targeted

All about implementation

GENERAL IMPLEMENTATION PROCESS



SWPBS Practices



Expectations



Leonay Primary School



Canteen



BE SAFE	<ul style="list-style-type: none">• I will wait until the bell rings before I go to the canteen• I will walk to canteen lines• I line up and wait my turn safely• I will leave quietly after I have finished my purchase
BE RESPECTFUL	<ul style="list-style-type: none">• I am courteous to others• I line up and wait my turn safely
BE A LEARNER	<ul style="list-style-type: none">• I will use proper manners• I will count my money• I will know what I want• I will set an example for others• I will consider healthy food choices



Expectations and Rules

BLACKETT PUBLIC SCHOOL

All Settings



Safe

- Hands, feet and objects to yourself
- Be in the right place at the right time
- Use equipment appropriately
- Move sensibly around the school
- Report problems to a teacher at appropriate times

Respectful

- Dress with pride
- Care for your own and other people's property
- Listen well, speak politely
- Care for the school environment
- Be honest

Learner

- Try your best at all times
- "Have a go" and participate
- Be a team member
- Be prepared
- Keep your uniform tidy



Expectations and Rules



BLACKETT PUBLIC SCHOOL



Toilets/ Bubblers



Safe

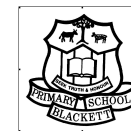
- Walk
- Wash hands
- Use toilets/bubblers properly

Respectful

- One person in a cubicle
- Keep area clean
- Take turns

Learner

- Return to class promptly
- Save water



Blackett Primary School



Teaching Expectations to ALL

“The Response is Right!”

Week 4 Launch “In the Classroom”

- Welcome to the show, I am your host Responsible Raelene.

“Responsibility” focus - we have the **ability to choose our response** to situations... We choose the things that we do and say.

Cambridge Park High School

Respect Report

Teaching Expectations and Rules

Cumberland High School: PBL-opoly

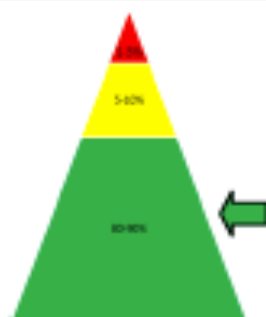




Playground blitz = increased, visible and proactive supervision

Positive Behaviour for Learning Enhancements & Interventions

UNIVERSAL INTERVENTION



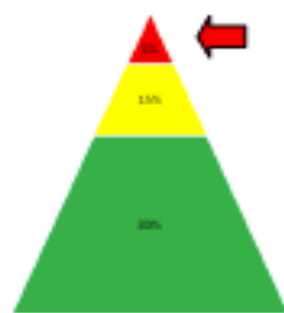
- Quality Teaching
- Social skills core curriculum - matrix of school-wide and classroom expectations
- Pride Time
- Student Representative Council/School leaders
- Systems for rewards and recognition - pride tickets, awards, class-based incentives
- Self assessment goals - Pride Pins
- School assemblies
- Three-way interviews

TARGETED INTERVENTION



- LST/PBL in Action
- Academic interventions - Reading Recovery, Quick Smart Maths, STLA programs
- Pride Checkpoint (CC&E)
- Pride Club (Newcomers)
- Pride Cubs (Kindergarten social skills booster)
- Music Therapy
- Triple P parenting course
- AFL Academy
- Mimali - Koori Club
- Breakfast Program
- Rock and Water

INTENSIVE & INDIVIDUALISED INTERVENTION



- Support classes - Autism and Emotional Disorders
- Individual Learning Programs
- In-class support (e.g. individual SLSO, STL, ESL support)
- Hydrotherapy
- Wrap-around meetings with parents, carers, teacher, support staff, outside agencies and health care professionals
- Learning and behaviour assessments
- Transition programs

Pendle Hill Public School

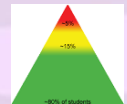
Helpful, Safe, Respectful Learners



Pendle Hill Public School

Background

- Pendle Hill PS Cumberland School Education Area in Western Sydney
- 275 students which includes an early intervention class and a preschool
- 11 classes
- multicultural community with 66% of students coming from LBOTE
- 5% of families are refugee or humanitarian visa holders
- 25% mobility each year
- Refuge & associated community in school drawing area



Universal



Universal System

Policy

Management Plan

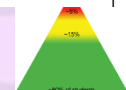


School Action Plan

SCHOOL IDENTIFIED PRIORITY Student Engagement							
OUTCOME/S	To maximise use of learning time through increased on task behaviour	TARGET/S	2012	2013	2014		
				10% reduction in students arriving late for school 10 % reduction in off task behaviour during class time.	10% reduction in students arriving late for school 10 % reduction in off task behaviour during class time.	10% reduction in students arriving late for school 10 % reduction in off task behaviour during class time.	10% reduction in students arriving late for school 10 % reduction in off task behaviour during class time.
STRATEGIES		TIMEFRAME			INDICATORS	RESPONSIBILITY	FUNDING SOURCE/BUDGET 2012
<p>* Inservice staff on PBL strategies to teach and reward acceptable behaviour and deal with inappropriate behaviour. * Monitor behaviour data and develop strategies and programs focusing on areas of concern. Learning behaviours focus develop and implement strategies to teach and reward 'good learners'. Staff training on follow up of absences. Attendance reward strategy implemented. Strategies developed and implemented to deal with frequently late students. * Develop new reward structures to meet emerging needs eg: 2012 large games lunch activity for playground ticket reward. * Implement targeted interventions Check It Out and -develop plan and implementation of check, connect, expect! Train Kidsmatter coordinator Plan Kidsmatter implementation strategy Use of Kidsmatter framework to focus and develop key areas:</p> <ul style="list-style-type: none"> A positive school community Social & Emotional learning for all students Parenting Support and Education Early Intervention for students experiencing mental 		2012	2013	2014	<p>*Consistent practices to deal with problem behaviour are in place across the school. Problem behaviours decrease in frequency</p> <p>Reduction in number of students requiring absence monitoring and increase in attendance rates</p> <p>Reduction in numbers of students arriving late for school.</p> <p>*Increased numbers of students access lunch time reward activities.</p> <p>* Targeted students demonstrate decrease in problem behaviours.</p> <p>*Decreased numbers of students require targeted intervention.</p> <p>The school promotes welcoming and friendly environment. Social emotional learning is taught explicitly across the school. The school provides opportunities for parents to develop knowledge and skills in effective</p>	<p>PBL team</p> <p>PBL team</p> <p>PBL team</p> <p>Principal</p> <p>PBL team</p> <p>PBL team</p> <p>PBL team</p>	<p>PBL \$2000 implementation (school Funds)</p> <p>\$1200 TPL</p>
		Tm1	Tm1	Tm1			
		S1,2					
		T1					
		Tm1					
		Tm1					
			Tm1				
			S1				
	S2						
		S1					

Pendle Hill Public School PBL Action Plan 2012

Critical Element	Action/Activity	Who is Responsible	When will it be Started?	When will it be completed	Evaluation
Classroom rules are clearly defined and connected to school wide rules.	Staff made aware of : Discipline code Reward system Procedures for recording behaviour issues Proformas and visuals presented to staff Advise staff of any changes to procedures (documents) Principals award - helpful, safe, respectful learners Hand out and discuss lessons on class/school rules and social skills program (antibullying) Book A (even yr) Discuss class rules display Hand out PBL show bag with resources supporting PBL PBL Handbook given to all staff (additional copies for casual staff) Staff refresher Classroom behaviour management procedure	PBL Team	TPL - Week 2	Week 5 Term 1	Ongoing - Term 4
Classroom rules are clearly defined and connected to school wide rules.	School wide universal - relate to classroom rules. Discuss/remind class rules display (photos of classroom displays taken and displayed on staff PBL board) Update visual aide for display in the school hall Activity - EBS Results Discussion	PBL Team	Staff Meeting Term 1	Rules completed in classrooms by Week 5 Term 1 Termly review	Ongoing
Procedures are in place for teaching expected classroom behaviours	Teacha set of 3 generic lessons to teach expected behaviours in the school and classroom and timetable time for whole school to focus on teaching expected behaviours.	PBL Team	Term 1	Term 1 Week 5	Term 1, Week 6
Procedures are in place for encouraging expected behaviours in the classroom.	Certificate system. Helpful, safe, respectful learners Principals award - Helpful Safe Respectful Learners	PBL Team	Term 1, Week 2	Ongoing	Term 4



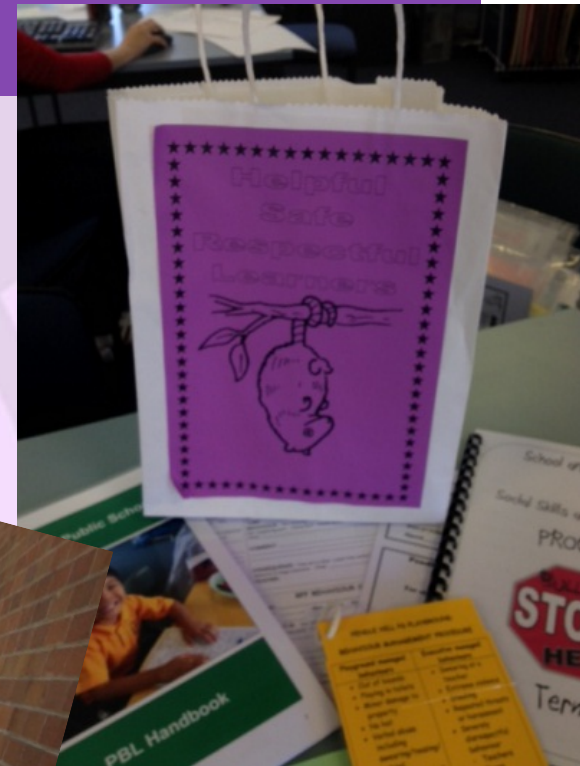
Universal System

Staff Training

Pendle Hill Public School



PBL Handbook



CLASSROOM BEHAVIOUR SLIP

NAME: _____ CLASS: _____

DATE: _____ Mon Tues Wed Thurs Fri

TIME: _____

BEHAVIOUR: Not listening/ Following directions Disruptive behaviour
Not completing work Talking Back Unsafe behaviour 6th warning
Other _____

COMMENT: _____

CONSEQUENCE: Time out in class Lunch time conference

Referral to stage executive Other _____

TEACHER: _____

RFF BEHAVIOUR SLIP

NAME: _____ CLASS: _____

DATE: _____ Mon Tues Wed Thurs Fri

TIME: _____

BEHAVIOUR: Not listening/ Following directions Disruptive behaviour
Not completing work Talking Back Unsafe behaviour 6th warning
Other _____

COMMENT: _____

CONSEQUENCE: Time out in class Lunch time conference

Referral to stage executive Other _____

TEACHER _____

CLASSROOM BEHAVIOUR RECORD CARD

This is a record of unacceptable behaviours. Record playground slips and all other unacceptable behaviour. Students should not receive a green behaviour certificate if they have appeared in the class office behaviour folders that week. More than three entries on this record in a term should be referred to the stage supervisor for discussion. More serious incidents will be recorded in the office referral folder.

		Name						
Frequency of Behaviour	8	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____
	7	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____
	6	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____
	5	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____
	4	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____
	3	Classroom Playground Other Office Referral Date: 2/13/10 Time 2nd lunch Teacher Sally	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: 2/13/10 Time 2nd lunch Teacher Sally	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____
	2	Classroom Playground Other Office Referral Date: 5/12/10 Time 1st lunch Teacher Helen	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: 5/12/10 Time 1st lunch Teacher Helen	Classroom Playground Other Office Referral Date: 4/11/10 Time 2nd lunch Teacher Holly
	1	Classroom Playground Other Office Referral Date: 2/12/10 Time 2nd lunch Teacher Muna	Classroom Playground Other Office Referral Date: 2/12/10 Time 2nd lunch Teacher Holly	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: _____ Time: _____ Teacher: _____	Classroom Playground Other Office Referral Date: 2/12/10 Time 2nd lunch Teacher Muna	Classroom Playground Other Office Referral Date: 2/12/10 Time 2nd lunch Teacher Muna
		Out of Bounds	Playing in Toilets	Damaging Property	No hat	Verbal Abuse	Physical Abuse	Not listening/not following directions

PLAYGROUND BEHAVIOUR SLIP

NAME: _____ CLASS: _____

DATE: _____ Mon Tues Wed Thurs Fri

TIME: Before School Recess 1st Half lunch 2nd half lunch

LOCATION: COLA Top Oval Bottom Oval Toilets
Chill Out Zone Garden Other

BEHAVIOUR: Out of Bounds Playing in Toilets Damaging property
No hat Verbal Abuse (teasing/swearing/unkind) Physical Abuse
(fighting/hitting) Not listening to teacher Throwing sticks/rocks
Not lining Up Other _____

COMMENT (if appropriate) _____


TEACHER _____

CONSEQUENCE: Time out Walk around with teacher

Referral to executive Other _____

Universal System

Rewards

 **PRINCIPALS AWARD**

Presented to
PENDLE
HILL

For being **HELPFUL**

Class _____ Date _____

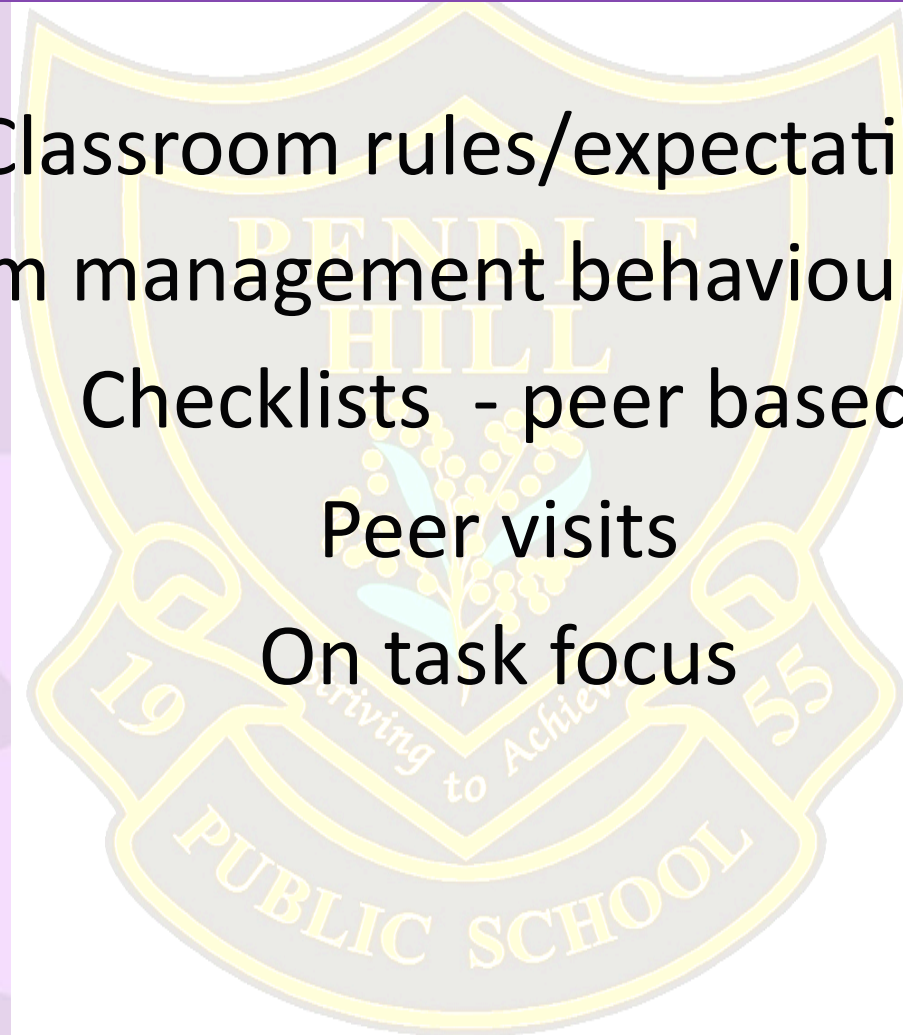
Teacher _____

19 _____ 55
Learning Achieve
PUBLIC SCHOOL



Classroom System

Classroom rules/expectations
Classroom management behaviour procedure
Checklists - peer based
Peer visits
On task focus



Classroom System

Helpful

- Keep the class tidy
- Put your hand up when you need to say something.

Safe

- Walk in the classroom
- Keep your hands and feet to yourself.

Respectful

- Listen to the teacher and others.
- share

Learners

- Complete your work
- Try your best

Helpful

- Keep our school tidy
- Ask people if they want help
- Join school groups and participate actively

Safe

- Keep your hands and feet to yourself
- Move around the school and classroom safely
- Tell a teacher if there is a problem

Respectful

- Listen and speak respectfully to others e.g. teachers, students, parents and visitors.
- Take care of all school and personal property
- Ask before you borrow equipment

Learners

- Try your best and complete your own work
- Co-operate and participate in all activities

Behaviour Level Awards

- Golden Hill Primary School Reward System
- Green Certificate
- Silver Award
- Gold Award

Mrs Buczynski's Award

Class Assembly Award

Merit Certificate

Playground Slips

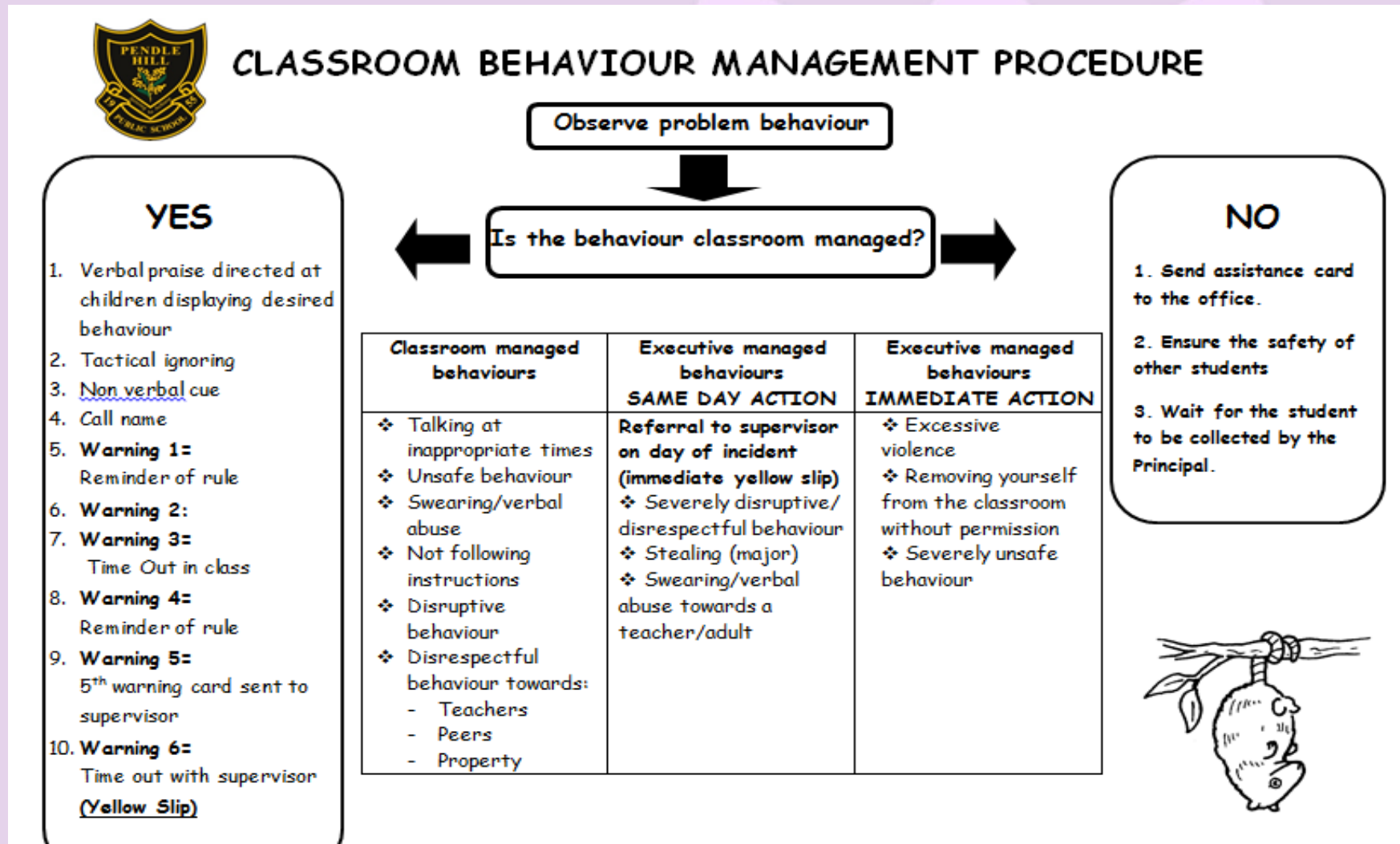
Classroom Slips

Classroom System



Classroom System

Classroom management behaviour procedure



Classroom System

Peer visits

Comments

I thought it was a really worthwhile experience.

I got a great idea from Maggie's lesson that I used in my class the next day.

Brett and I thought it was good. It was good that we got to choose our peer partner because we felt comfortable with them.

We felt more open to have honest conversations.

I got different ideas from watching the lesson.

I liked seeing how different teachers deliver their lesson.

I liked seeing different behaviour management techniques and behaviour reward systems.

I was a little nervous before the lesson.

The feedback was useful.

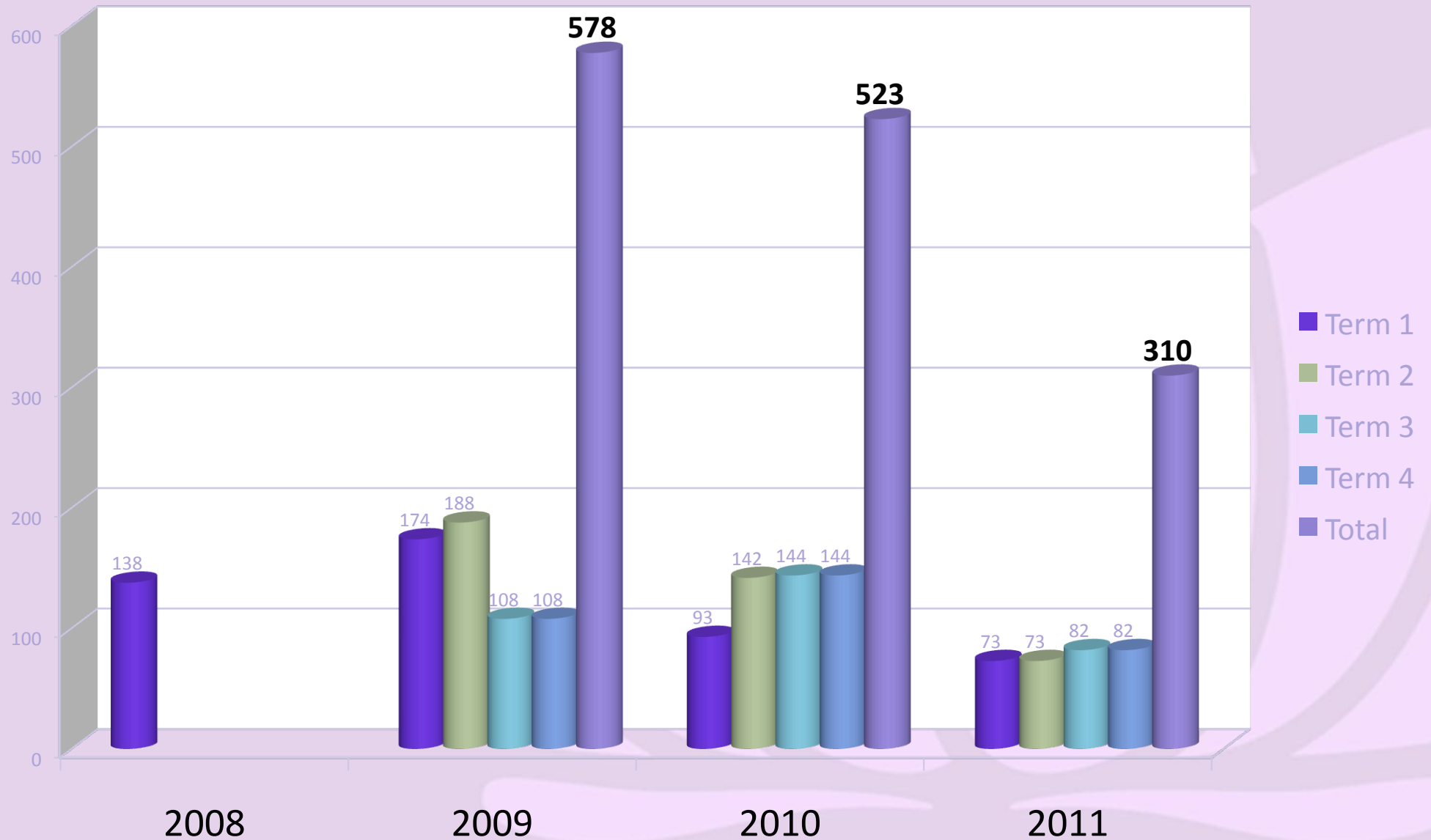
Classroom System

On Task Behaviour

PENDLE HILL PUBLIC SCHOOL

SCHOOL-WIDE EXPECTATIONS	CLASSROOM SETTING	CLASSROOM REWARDS
Helpful	<ul style="list-style-type: none"> • Help our friends • Help our teacher • Turn taking • Cleaning up after yourself • Doing extra jobs • Positive role modelling • Following instructions • Helping others • Help keep the classroom tidy • Fulfilling their responsibilities • 	Medallion for student of the week Coupon cards Tick chart Marble jar Reward/prize box Behaviour bugs Raffle tickets Raffles drawn daily and weekly Friday fun day Computer time Play a game Free play Clip chart Positive/verbal reinforcement Stamp charts Stickers Stamps Table points
Safe	<ul style="list-style-type: none"> • Walk in the classroom • Handling equipment safely e.g. scissors • Hands and feet to yourself • Be in the right place • Sit on your chair properly • 	
Respectful	<ul style="list-style-type: none"> • Be kind to each other • Quiet voices inside • Calm voices 	

Decrease in ODRs



Plumpton HS: Challenge

Low academic
performance

High staff
turnover

Low attendance
rates

FROM THIS

Teacher anger
& frustration

High suspension
rates

High numbers of
behaviour referrals

Plumpton HS: Challenge

A focus on vastly improved outcomes
for students

Use of the enormous potential
of its talented people

A common sense of purpose and excitement
about the journey ahead

A liberation from a reliance on industrially-
based rules and practices

TO THIS

Plumpton HS: Challenge

Transforming a learning environment FROM:



Plumpton HS: Challenge

Transforming a learning environment TO:



Plumpton HS: Challenge

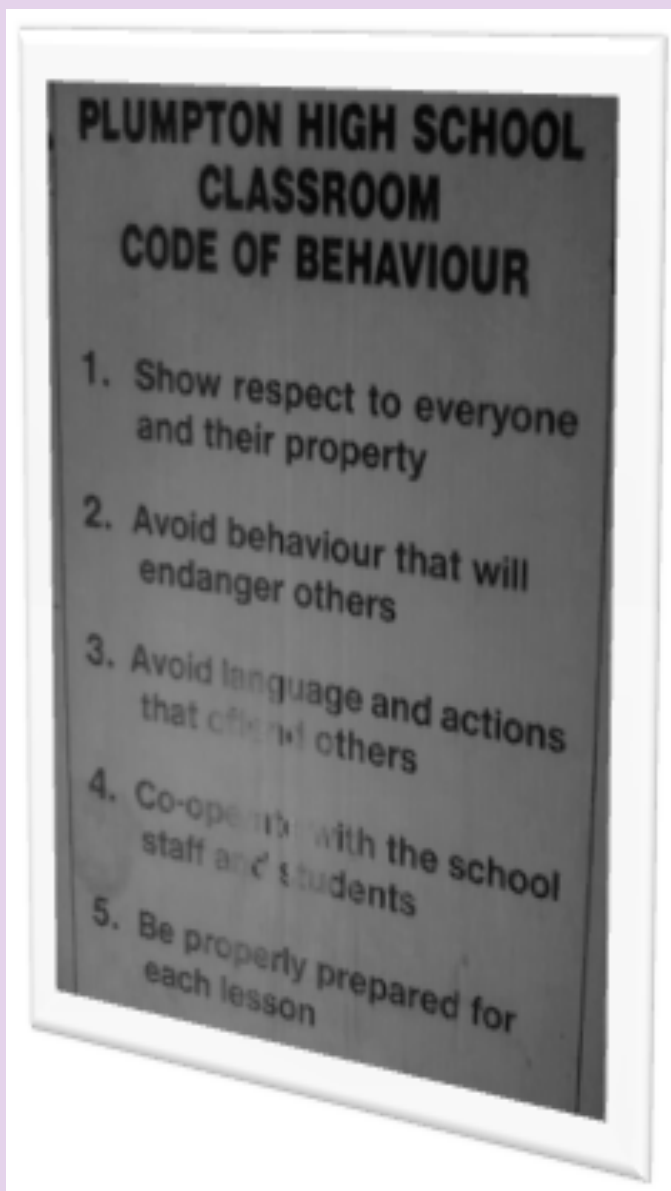
Transforming a school environment FROM:



Plumpton HS: Challenge

Transforming a school environment TO:





At Plumpton High School
we are
SAFE, RESPECTFUL, LEARNERS

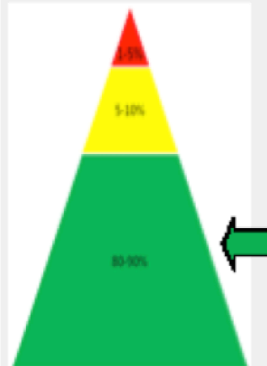


I am **LEARNER** when:

- I actively participate in lessons
- I make positive contributions to school and class

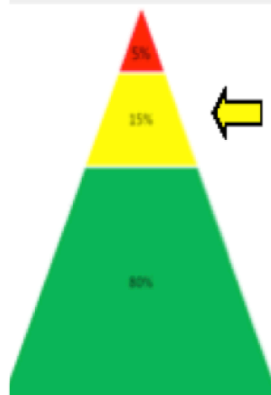
Positive Behaviour for Learning as the Foundation (Plumpton HS)

UNIVERSAL ENHANCEMENT & PREVENTION



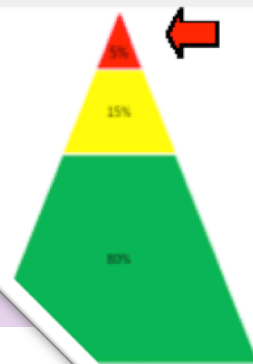
- Quality Teaching
- Instructional Pedagogy (5 Star Teaching & Learning Cycle)
- Relational Pedagogy (Raising Responsibility)
- School Matrix / class expectations
- Explicit & specific PBL lessons
- CLASS, Student Leadership/ Student Voice, Citizenship Curriculum
- School Recognition System
- Whole school Assemblies / Year Meetings

TARGETED ENHANCEMENT & INTERVENTION



- Learning Centre
- Literacy & Numeracy Program
- Behaviour cards (building capacity), 5 Weekly Check process, Check in Check Out, Choice 2 Focus
- Teachers as mentors, New Scheme Teacher Mentoring Project, Teaching at Plumpton Public School
- School to Work Program, Transition Program, Work Experience
- Peer Mentoring, Strength & Shine
- AFL Academy, Minal, North North Project, Homework Centre
- Craft Club, Breakfast Program

INTENSIVE & INDIVIDUALISED ENHANCEMENT & INTERVENTION



- CLIPs (Collaborative Learning Plans)
- Withdrawal & redeploy
- Contacts
- Learning Assessments
- Learning Centre Support
- Mentor Teacher
- HSLD
- Raising Responsibility Goal Setting

Parramatta High School

School context:

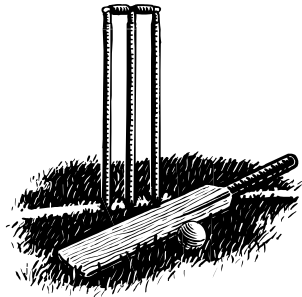
- Parramatta High School- one of the first schools to become a 'demonstration' SW PBL Close to Parramatta CBD
- 84% Non English Speaking Background (NESB)
- 10% Refugee population
- Semi Selective since 2010
- Enrolments have increased from 716 (2006) to 839 (2012)
- The successful implementation of PBL has drastically reduced anti-social behaviour and the number of suspensions.



Parramatta High School Expectations Matrix

I am	All settings	In the Canteen This Looks like:	In The Corridor this Looks Like:	In The Playground This Looks Like:
Respectful	<ul style="list-style-type: none"> •Consider the feeling of others •Value their culture and their point of view. •Show regard for their safety •Care properly for the school environment and the property of others 	I line up in the correct place and wait my turn.	I walk quietly and safely on the left.	<ul style="list-style-type: none"> •Treat others with care and consideration •Play the right games safely in the right areas
Responsible	<ul style="list-style-type: none"> •Resolve disputes with others peacefully •Co-operate willingly with others in the school community •Volunteer to contribute constructively to school life •Be proud of the school •Be accountable for my actions 	I will take my food outside to eat.	I only eat my food outside the building.	I place my rubbish in the bins and pick up other rubbish I see.
Honest	<ul style="list-style-type: none"> •Tell the truth •Be trustworthy in my dealings with others •Treat others fairly •Keep my word •Work to the best of my ability 	I only go to the canteen to : <ul style="list-style-type: none"> •Buy something •Use bubbler •Use toilet 	I will only be in corridors and stairwells to : <ul style="list-style-type: none"> •Move to class promptly •Go to my locker • See a teacher 	I only go to the areas I am allowed to

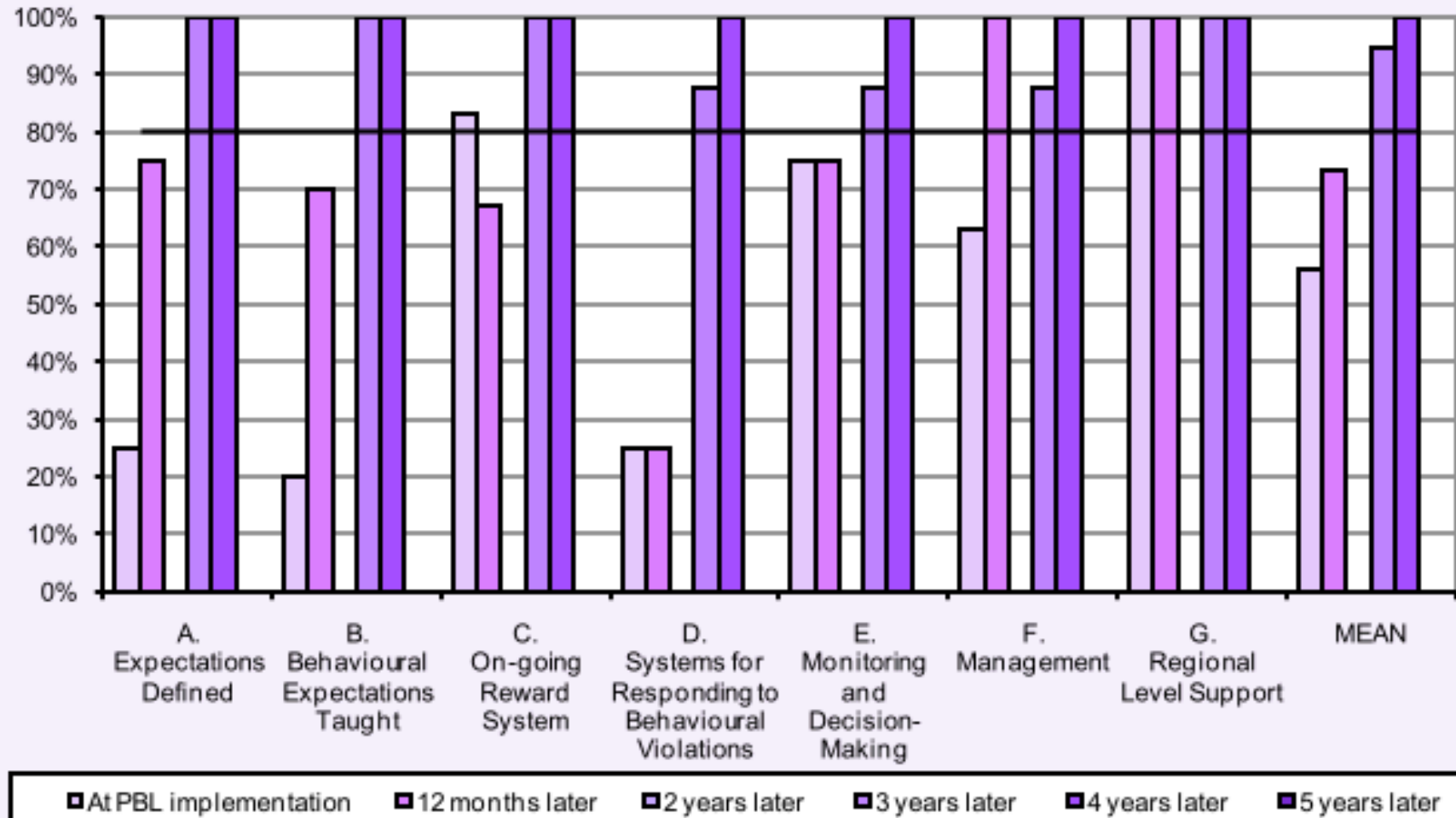
The Richie



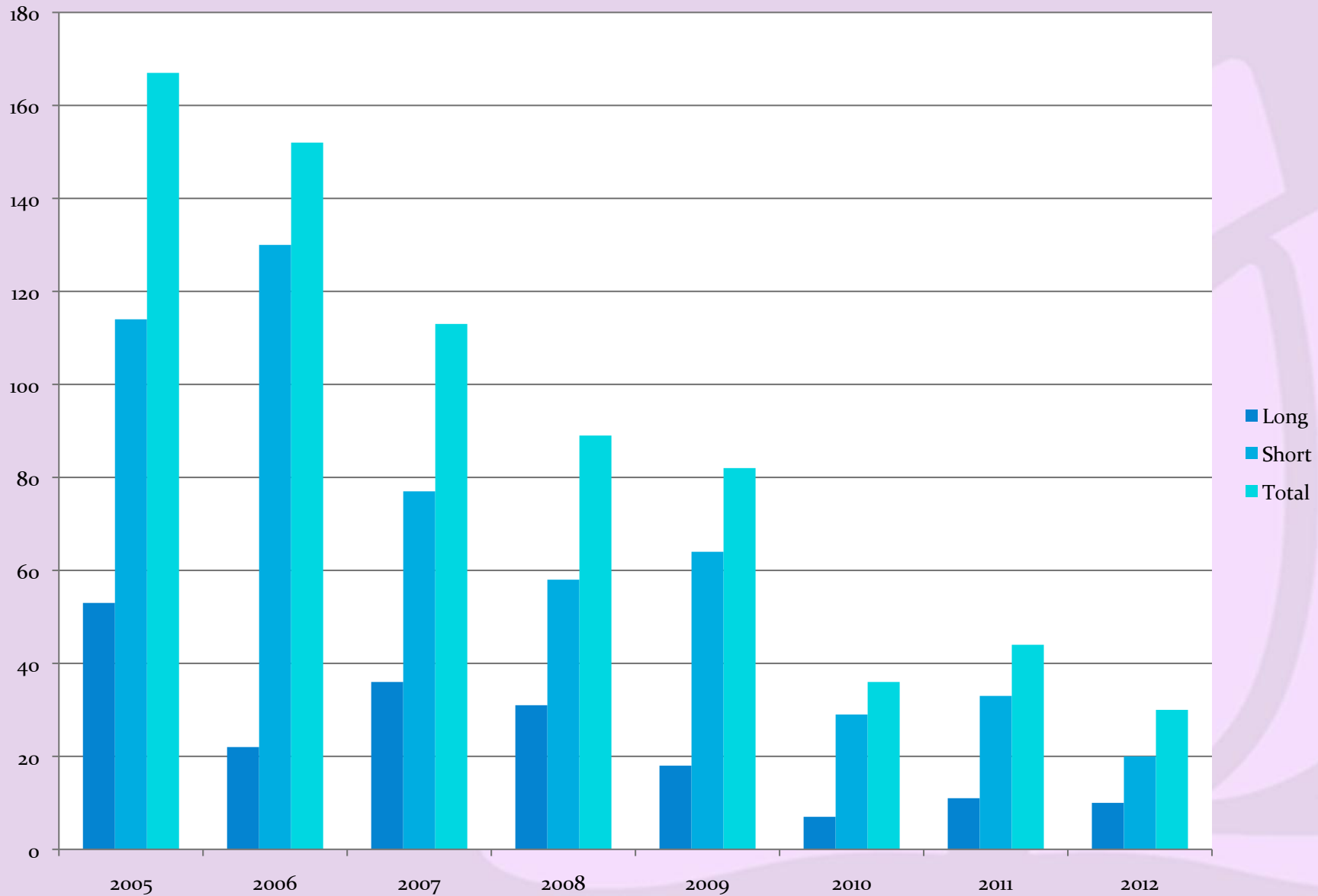
The Richie

Awarded to students for
Doing The Right Thing

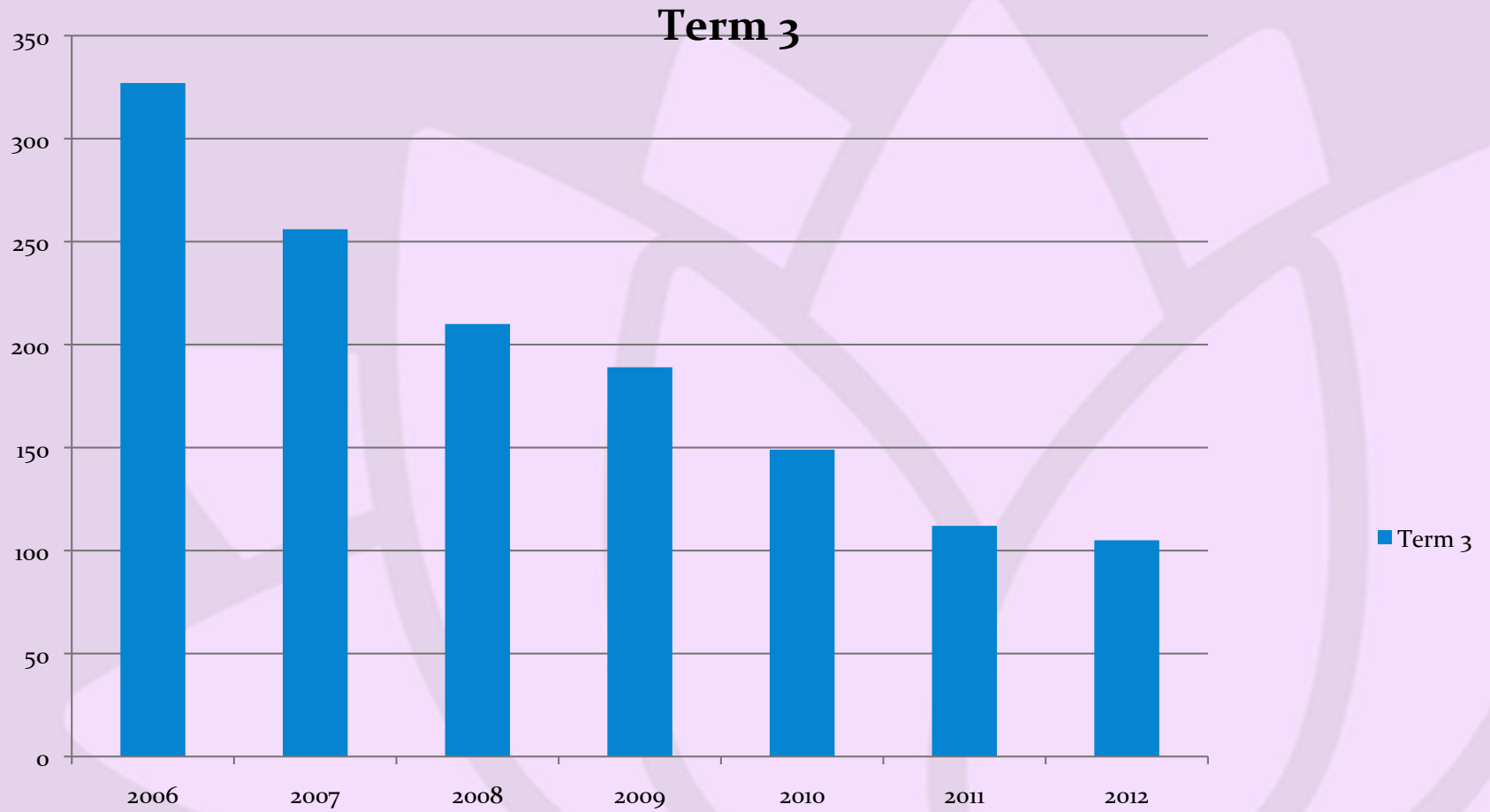
SET Scores by Area of Implementation Parramatta HS (Phase 1 Nov 05)



Suspensions 05-12



Classroom Referrals



Keys to High Fidelity Implementation

Team based

- highly respected members of school
- team well trained
- regular, well organised meetings with clearly defined roles
- supportive coaches
- Succession planning and training

Administrative leadership

- Principal leadership at team meetings and in all staff forums
- Role of chairperson as executive officer is critical
- Documented commitment to program – include in school plan.
- Provide time.
- Provide budget
- Professional learning support

Keys to High Fidelity Implementation

Effective Communication

- PBL built into agendas for staff meetings, executive meetings and School Development Days
- Assemblies, year meetings, pastoral care groups for communication with students
- Signs outlining values and expectations in all classroom settings and all non classroom settings
- Newsletters, letterheads , school signs have school values outlined

Efficient Data Collection System Developed



Keys to High Fidelity Implementation

Staff involvement

- High needs - credibility of team
- Acknowledge and accommodate dissent
- Surveys and structured debate
- Trial and evaluation
- Staff training and support for explicit teaching of behaviour
- Systems to support new staff

Student Voice

- Students conducted surveys and analysed results then presented findings to school PBL team
- Involved in student acknowledgement/ rewards
- Peer support leaders teaching expectations to Year 7 and Year 8 students

Celebration of success and recognition outside of the school

The Parramatta Interchange

- Approximately 5000 students merge into the interchange each afternoon.
- Meeting held between key stakeholders – NSW Police, State Rail, Westfields, Department of Transport and principals from local schools (government and non-government schools) in response to a number of serious incidents in the area.
- A proposal was put forward for a multi-agency adoption of the PBL process to address some of the safety issues.



PBL Proposal

Step 1: Introduction

- PBL problem solving process explained
- Appoint a PBL coach.
- Agree on common set of values
- Develop surveys/ interview questions to identify concerns of all stakeholders.
- Discuss some structural changes that would assist with student public safety.

Step 2: Data collection

- Conduct surveys and interviews.
- Coach visits site for appraisal.

Step 3: Students and Systems

Meetings of school PBL co-ordinators/ Welfare HT and Regional SRC reps and 2 boys/ 2 girls from each school. Students to:

- develop a set of values and positive expectations that address the survey/ interview concerns;
- suggest structural changes to the management committee;
- recommend rewards for appropriate behaviour;
- recommend consequences for breaches of expectations; and
- design lessons to be taught to their peers.



Applying the Process to the Interchange – Define problems

From Students

- Anti-social behaviour: smoking, fighting, swearing, noise, theft, spitting
- Harassment – physical and verbal
- Junkies
- Seat taking
- Overcrowded
- Members of public rude, using alcohol
- Personal safety
- Large groups intimidating to younger students
- Hostility between schools
- Ball games
- Loud music

Applying the Process to the Interchange – Define problems

From Stakeholders

- Shoplifting – truants
- Low level – occasional fights between students and with outsiders
- Gathering /meeting place for large groups of students and non-students
- Students hanging around – by choice or misadventure eg: missed bus connection
- Students/parents/general public not feeling safe
- Misbehaviour on buses and/or in Westfield shops
- Volume of students in confined spaces esp. at bus stops with limited seating capacity
- Large groups of boys in conflict – school groups?
- Temptations from non-school people encouraging truancy
- Problem times around 14.30 – 16.30

Student Suggested Values and Expectations

For your safety

- Show Respect
- Take Responsibility
- Take Care



Suggested Expectations

- Move with the flow, keep on the go
- Keep it cool, keep it clean
- Your dare is to be fair

Student Suggested Solutions

More police and security

On time and more buses

Cancel passes

Security cameras

Move people on

Don't punish good students

Buses pick up at school

Teach students rules

Restrict area to those catching public transport

Move restaurants

Change school starting times

Bus and train reps to talk to students

Rolling signs

Parent education



Step 4: Systems Implementation

Management committee meetings to:

- Consider feedback on surveys/ interviews.
- Approve/endorse expectations
- Consider and make recommendations of structural changes to relevant agencies.
- Approve common set of rewards and consequences.
- Agree on a data collection process to identify future hotspots.
- Allocate resources.
- Establish systems for supervision of students.



Management Committee Recommendations to Agencies

- Larger and more frequent buses to get students out of the interchange quicker in the afternoon
- Allow students to use bus passes on T 80 to assist quick movement of students out of interchange in the afternoon
- More signs warning of camera surveillance in Westfield and at interchange
- Security and police presence: at least 2 police officers, 2 STA security officers, 2 rail security officers and 1 Westfield security officer each afternoon
- Have access to rolling LED signs at T way stops for expectations and positive messages
- Obtain council permission to erect Expectation signs around interchange
- Local media campaign to inform parents and launch initiative.
- Provide list of representatives from Railways, Buses, Police and Westfield to schools that can be accessed for talks to students

Applying the Process to the Interchange – Rewards and Consequences

Rewards:

- Good behaviour vouchers to be handed out at Interchange which would go into a draw to win prizes at Westfield and also be returned to schools for their merit systems.

Consequences:

- Incidents to be dealt with under the existing discipline policies of schools

Systems and Practices

Step 5 – Signage

- Signs outlining the values and expectations displayed in schools and at the interchange.

Step 6 – School Action

- Youth Liaison Officer, Railcorp and Westfield Security to talk to assemblies/ Year Groups.
- School student leaders trained.
- Students design and teach lessons on expectations to their peers.

Step 7 – Management Review Meeting post implementation.

OUR INTERCHANGE VALUES ARE

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*Keep it cool,
Keep it clean.*



*Move with the flow,
Keep on the go.*

**R
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C
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Your dare is to be fair.



**C
A
R
E**

**Student Voice,
Parramatta Area High Schools**

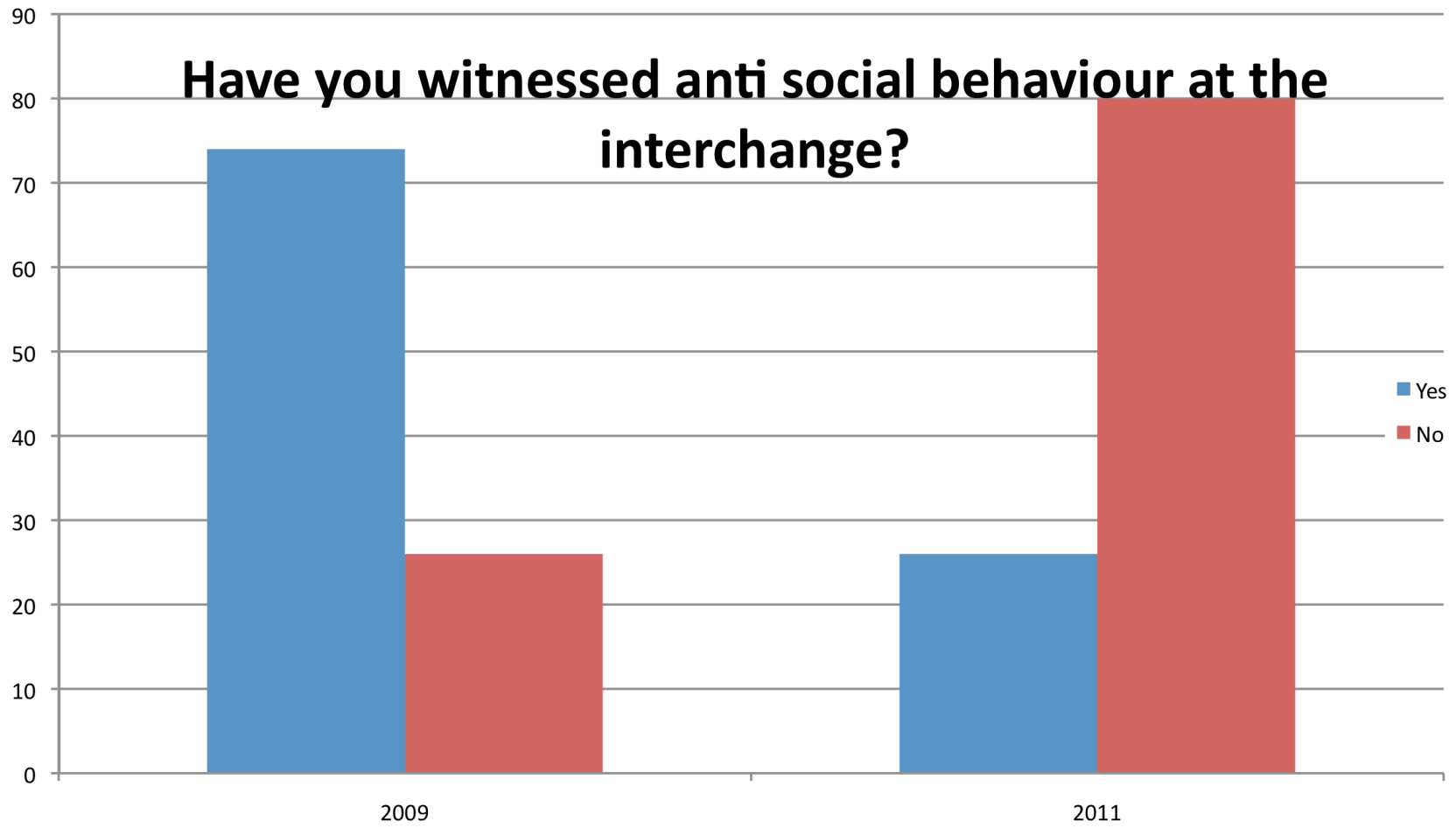
Applying the Process to the Interchange – Teaching

- Lessons prepared in consultation with students
- Scenario DVD produced and scripted by students
- Students designed sign that will be posted at Interchange and Schools
- Lessons presented by students
- Consistency across schools achieved by distributing common lesson plan teaching common agreed values and common agreed expectations using similar resources.
- Schools still given autonomy to teach values and expectations in a manner that most suits their students

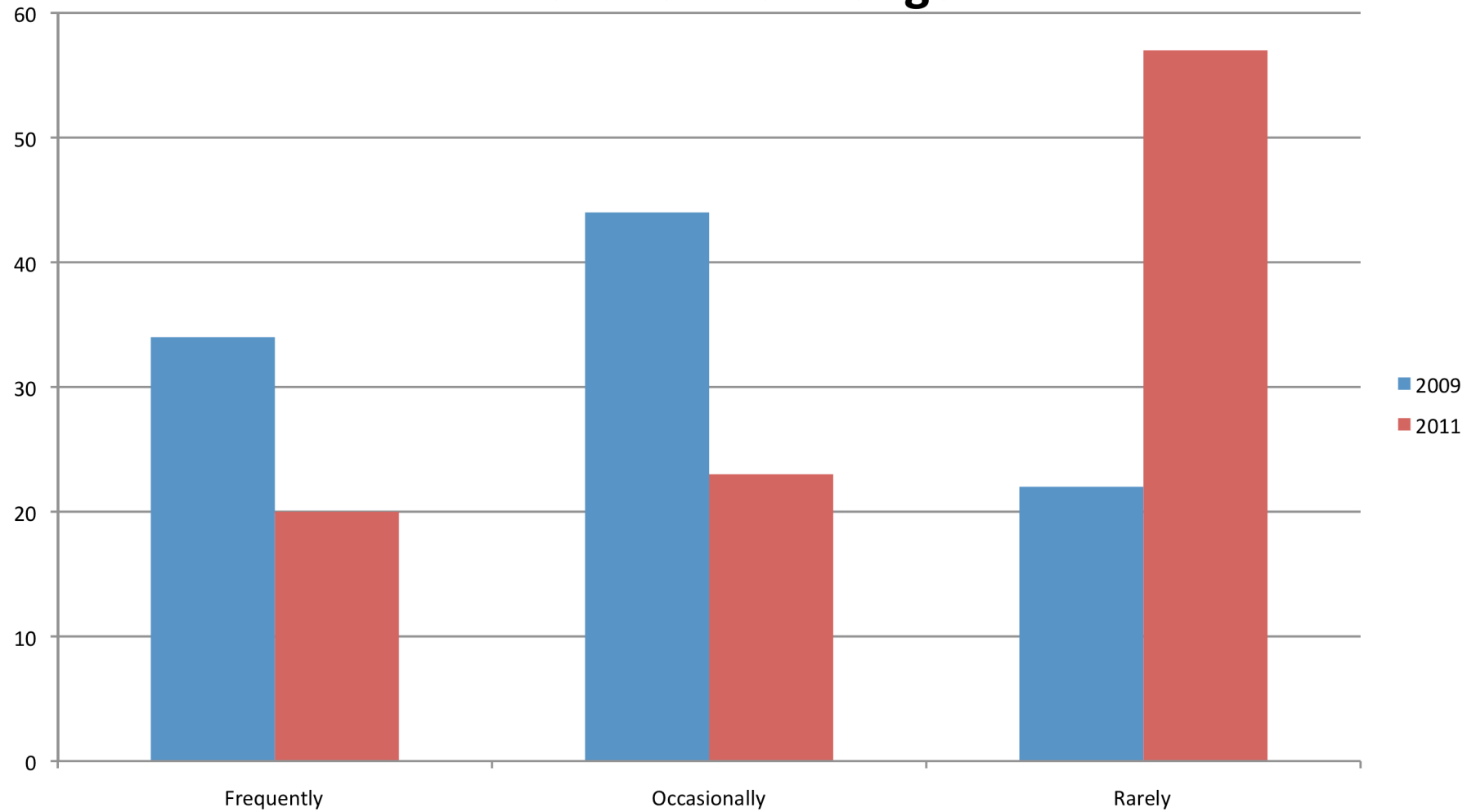
Outcomes and Future Directions

- Signs designed and approval given for posting in public locations
- More buses have been allocated to the interchange
- Department of Transport Officers visit each school to look at particular needs for dedicated buses
- The T80 contract will be re-negotiated in 2011
- Lessons have been taught in schools (systems to address ongoing teaching of expectations established).
- Westfields have agreed to collaborate on implementing the reward system (security guards to handout rewards, coupons being printed and shopkeepers informed, will collect data on incidence).
- Police, have agreed to support the process
- Police, State Rail and Westfields security provide enhanced presence at the interchange
- Schools to collaboratively provide additional supervision in the initial phase of implementation.
- Rail
- Regular Evaluation and Review.

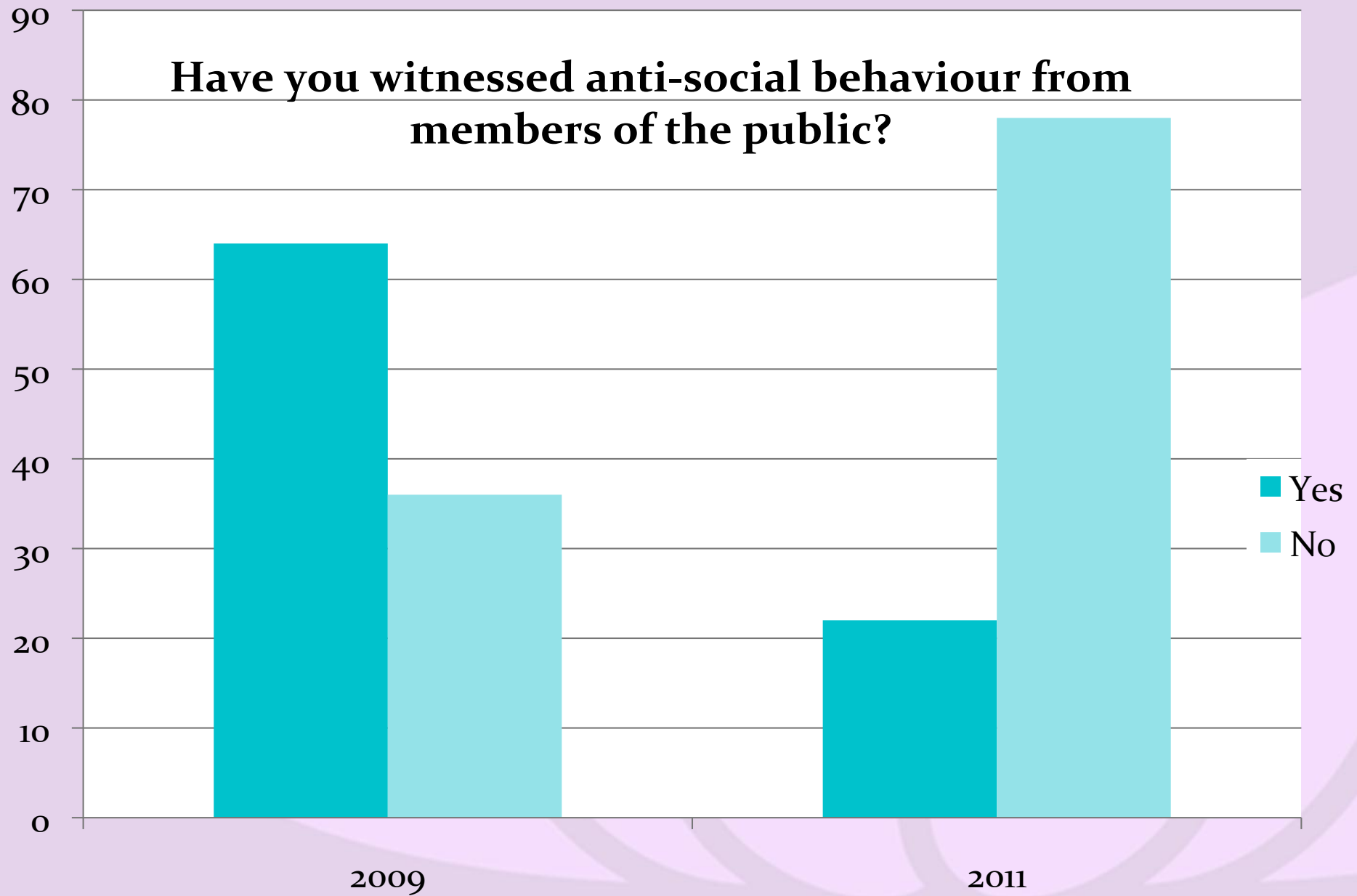
Have you witnessed anti social behaviour at the interchange?



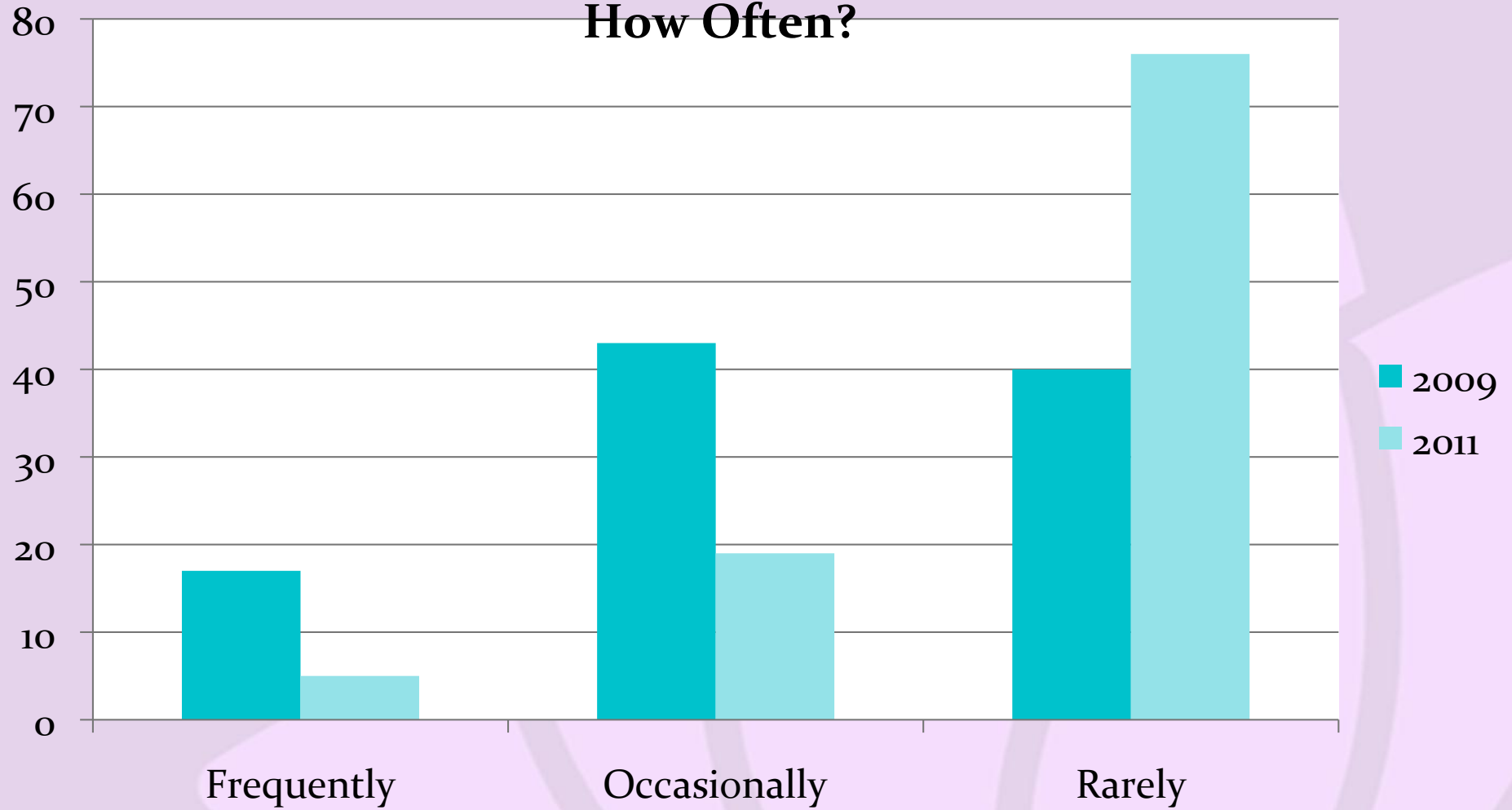
How often have you witnessed anti-social behaviour at the interchange?



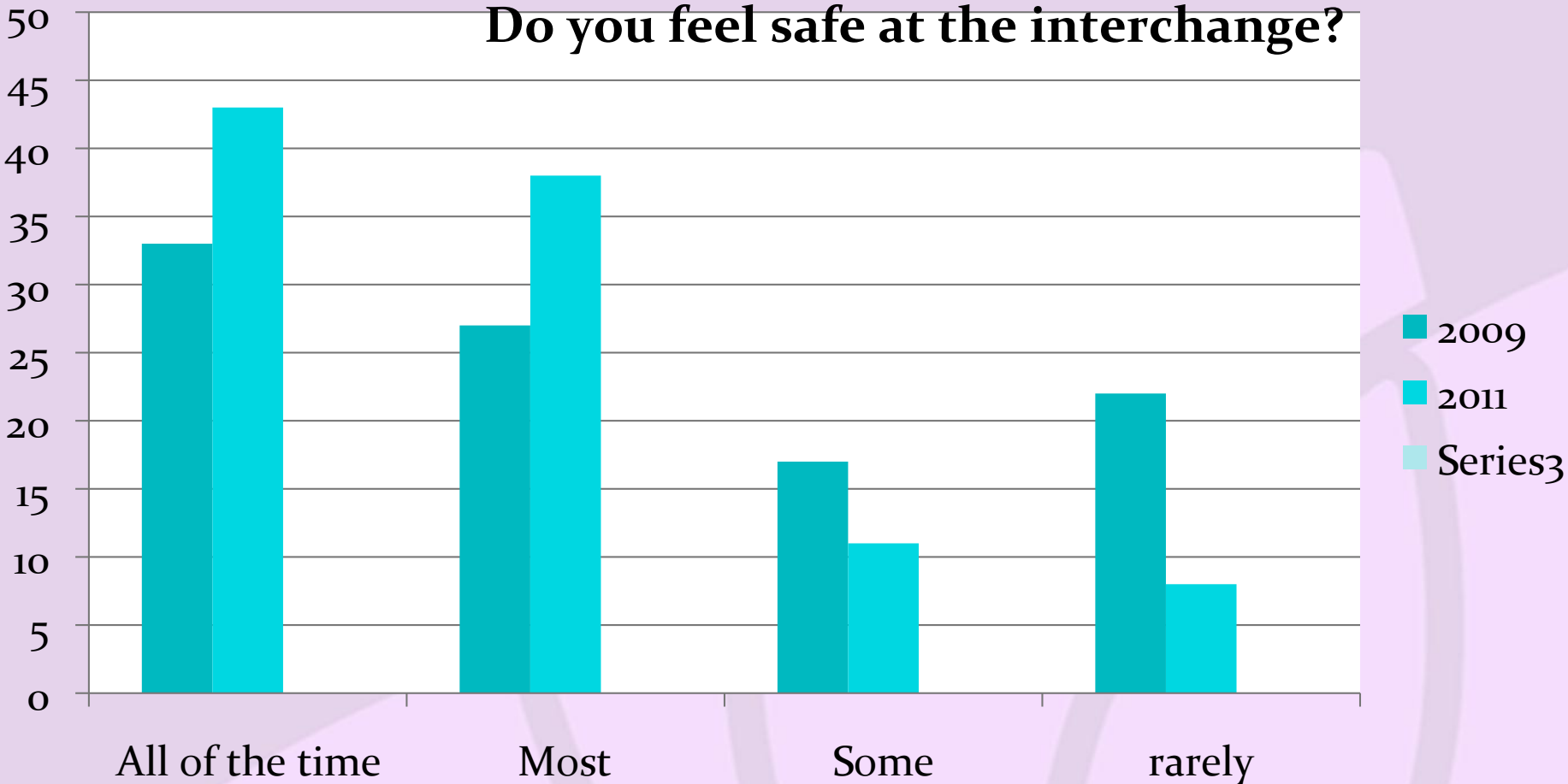
Have you witnessed anti-social behaviour from members of the public?



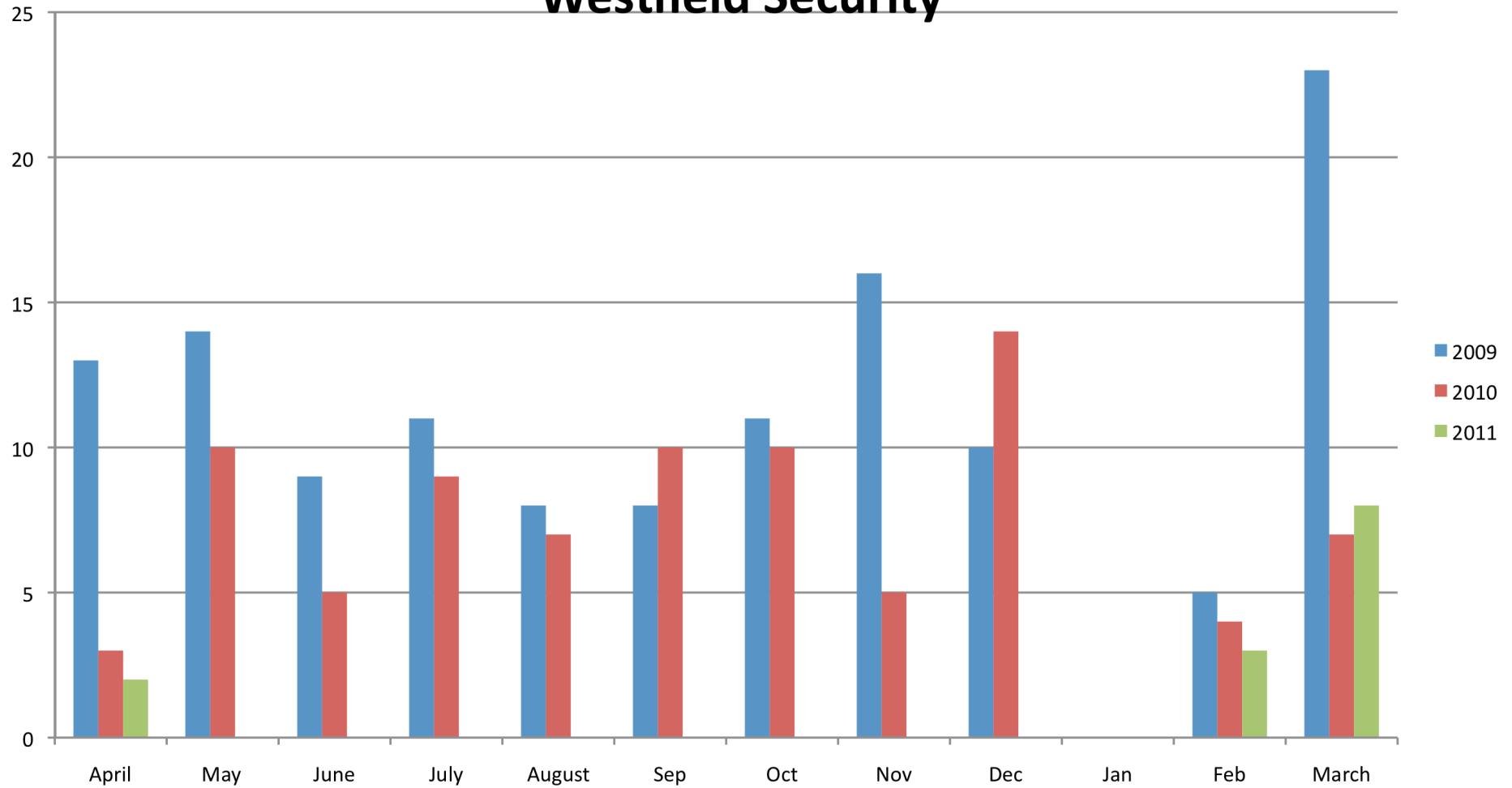
How Often?



Do you feel safe at the interchange?



Incidents of Anti Social Behaviour recorded by Westfield Security



Positive Behaviour for Learning



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WELCOME TO WESTERN SYDNEY'S PBL PAGE PBL = PBIS = PBSEL = PBS

If you are new to PBL or wish to see how it can be used to help students in schools, the 'About PBL' page is a great place to begin.



- WSR Wikki: pbldsupport.pbworks.com/w/page/58147843/
- Jill.schofield@det.nsw.edu.au
- PBISmissouri.org
- PBIS.org

