

Pascoe Vale Girls College School Presentation

Embedding the SWPBS framework
to positively impact school culture
through evidence-based practices
(**School Wide Positive Behaviour
Support**)

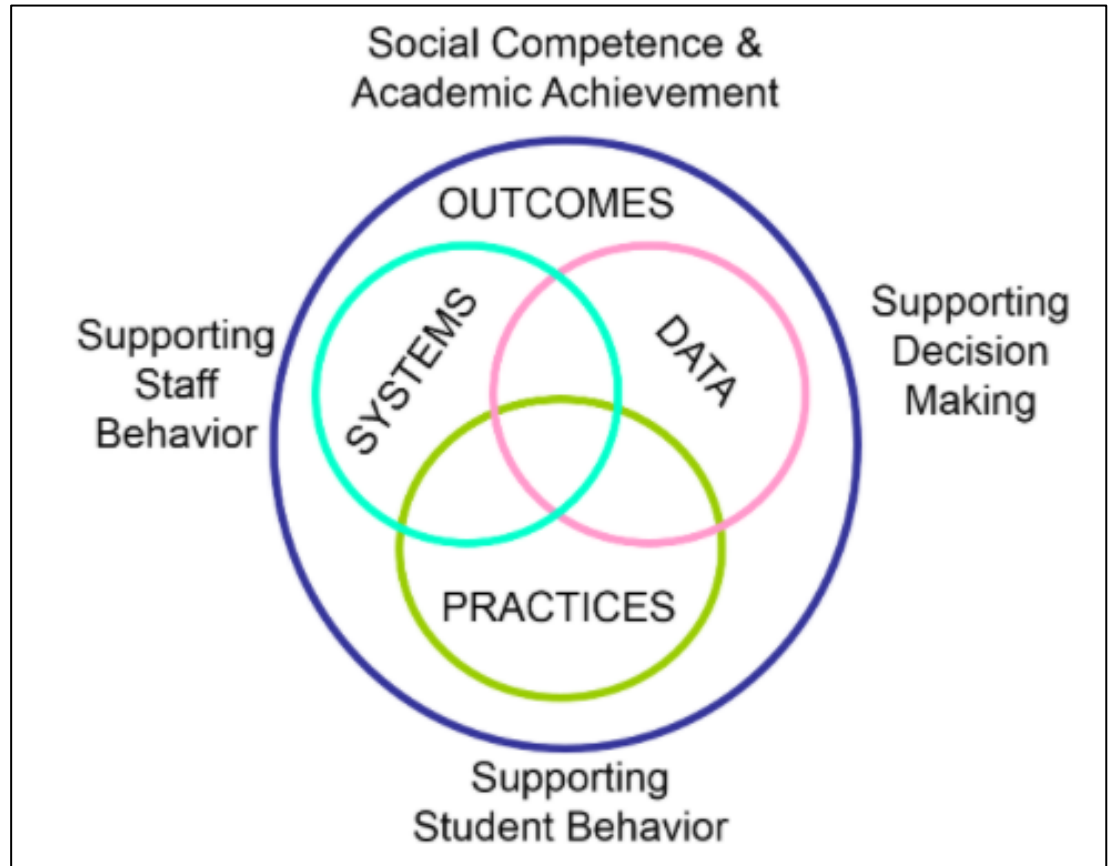


Learning Intentions

Today, I will be sharing Pascoe Vale Girls College's experience of embedding the SWPBS framework to positively impact school culture through evidence-based practices.

Today, you will:

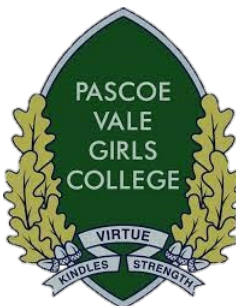
1. Examine a secondary school example of SWPBS implementation.
2. Be inspired by the use evidence-based practices.
3. Observe strategies to embed SWPBS to positively impact school culture.



Context of the School

Who is Pascoe Vale Girls College?

- We are a gender-inclusive school in the northern suburbs of Melbourne; operational since 1956.
- There are currently 752 enrolled students, many of whom travel from outer suburbs, such as Craigieburn, Roxburgh Park. etc.
- We pride ourselves on being a pathways school.
- ICSEA value: 989.
- 85% of students speak a language other than English at home.



Context of the Challenge

School Wide Positive Behaviour Support at PVGC

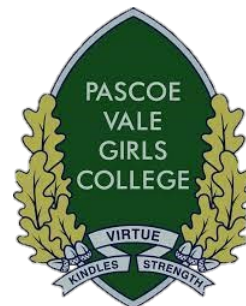
- A team of volunteer teachers began SWPBS implementation in 2018.
- In 2019, the Positive Climate Leading Teacher position was created to oversee its implementation.
- After students' two-year plateau in social and emotional development during lockdown, students demonstrated more inappropriate behaviours and more wellbeing issues.
- **The overall challenge: How can we teach students to independently make positive decisions regarding their behaviour, while supporting their wellbeing and SEL skills development?**
- PVGC has received awards for its implementation of SWPBS:
 - 2022 – Blue Award
 - 2023 – Silver Award



Context of the School

Who am I?

- I've been teaching for ten years in schools across England, rural Victoria and Melbourne.
- I currently teach Humanities, including VCE Sociology, but have experience teaching Psychology, Drama, and Philosophy.
- I've been the Positive Climate Leading Teacher at Pascoe Vale Girls College since 2020 overseeing a portfolio consisting of:
 - The House System
 - Implementation of SWPBS
 - Student Leadership
 - Pastoral Care *Connect* Program
- I received the *Outstanding Secondary Teacher* Award from the Victoria Education Excellence Awards in 2023.



What is SWPBS?

School Wide Positive Behaviour Support

A multi-tiered support system for behaviour management employed by teachers to focus on promoting expected behaviours through positive teaching and reinforcement.

Tier 3: Tertiary Prevention

~5% high-risk students

Tier 2: Secondary Prevention

~15% at-risk students

Tier 1: Universal Prevention

~80% students



Tier 1: Universal Prevention A

Essential Feature 1: Common Language, Vision and Experience

Implementation

2018 – “We promote respect, achievement and diversity to become inspired global citizens.”

2024 - “Pascoe Vale Girls College is an inclusive learning community that fosters the development of resilient, optimistic, lifelong learners capable of reaching their potential and making a positive contribution to society.”

Impact

2018-2023 – All members of the PVGC community become more aware of our three school values and how to uphold them.

2024 – Our vision was revised to:

- Be more holistic.
- Emphasise improving wellbeing and increasing resilience.
- Focus on individual student potential rather than just academic achievement.
- Consider their place in the community beyond school.



Tier 1: Universal Prevention A

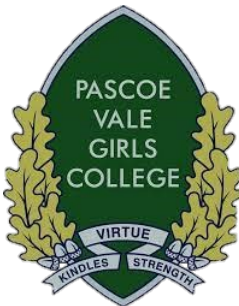
Essential Feature 2: Leadership and School-Wide Support

Implementation

1. SWPBS is featured in the School Strategic Plan and Annual Implementation Plan as one of its improvement goals.
2. PVGC has a SWPBS Professional Learning Team (PLT) which meets monthly in our after-school meeting time.
The team is comprised of:
 - > Positive Climate Leading Teacher.
 - > Assistant Principal.
 - > Year level Coordinators.
 - > Teachers.
 - > Wellbeing Team Representative.





Impact

1. Termly AIP monitoring enables reflection on action plan progress.
- 2a. Annually rotating SWPBS PL Team members enables a range of teachers to contribute to policies.
- 2b. Rotating teams enables the shared responsibility for training and ownership of the framework.
- 2c. Community engagement is a priority but has been difficult to achieve in the past. Student and parent representatives could be added to the team.



Tier 1: Universal Prevention A

Essential Feature 3: Clarifying Expected Behaviours

 <h3>VALUES AND EXPECTATIONS</h3> <p><i>We promote respect, achievement and diversity to be inspired global citizens.</i></p>					
	ALWAYS	LEARNING	AT SCHOOL	IN THE COMMUNITY	ONLINE
 RESPECT	I listen carefully. I follow instructions promptly. I wear the correct uniform. I am punctual.	I allow everyone to teach and learn. I contribute equitably. I bring a positive attitude.	I keep my school clean. I stay in designated school areas. I speak at a suitable volume, using appropriate language.	I am considerate of others on public transport. I proudly represent PVGC. I value all people and property.	I use technology appropriately. I respect others' right to privacy. I contact my teachers when I am absent.
 ACHIEVEMENT	I think critically and creatively. I build on my strengths. I take pride in my work. I seek challenges to improve my skills.	I set achievable goals. I seek and utilise feedback. I submit original work by the due date. I bring the required equipment.	I attend all classes. I practice and encourage responsible behaviour. I ask questions.	I uphold the College values. I willingly participate in events. I take responsibility for my actions.	I check Compass daily. I follow the College mobile device policy. I bring my computer, ready for learning.
 DIVERSITY	I include others equally. I appreciate differences. I am polite, tolerant, and kind. I am a positive role model.	I make constructive comments. I uphold the College policies. I am an active Connect member.	I acknowledge other opinions. I report unacceptable behaviour. I am an active House member.	I offer support to others. I consider how my choices affect others.	I protect personal information online. I obtain consent before posting someone's image. I report inappropriate or harmful online activity.

Impact

1. The Matrix focuses on our three school values in a range of settings for good behavioural decision-making in all aspects of life.
2. It is used by all teachers to remind students of the behaviour expected of them.
3. In 2022, our Values and Expectations Matrix was revised to:
 - a. Be more visually engaging.
 - b. Use 'I' language to encourage personal responsibility for actions.
 - c. Use the present tense for actions in the 'here and now'.



Tier 1: Universal Prevention A

Essential Feature 4: Procedures for Teaching and Practicing Expected Behaviours



VALUES AND EXPECTATIONS
We promote respect, achievement and diversity to be inspired global citizens

ART CLASSROOM

RESPECT
I put my hand up and wait to be called upon, rather than calling out.
When the teacher is talking, I stop talking, put my tools/devices down and look at the teacher.

ACHIEVEMENT
I finish all set tasks.
I seek feedback by checking in with the teacher progressively.

DIVERSITY
I am polite, tolerant and kind.
I am quiet so that everyone can focus.
I support others.

LEARNING BEHAVIOURS
I work through challenges. E. g. "I can't draw."
I keep trying.
I use all class time effectively.
I am a positive member of the class.

CLASSROOM SYSTEMS
I clean up fully after tasks.
I practice safe entries and exits of the room, considering others while I move around.
I follow the rule: two people per table.



VALUES AND EXPECTATIONS
We promote respect, achievement and diversity to be inspired global citizens

LIBRARY

RESPECT
I greet the librarians politely.
I speak at an appropriate volume.
I keep my feet on the floor, not on the furniture.
I return books and equipment to their rightful places.
I ask the librarians for recommendations.
I keep the space clean and tidy, by pushing in chairs and picking up paper.

ACHIEVEMENT
I borrow books regularly.
I browse in a meaningful way. For example, reading the blurb, opening the first chapter.
I ask the librarians questions.

DIVERSITY
I consider texts from different perspectives and genres.
I explore areas of the library that I am less familiar with.
I use a range of text types for research.
I believe that all books are important in their own way.

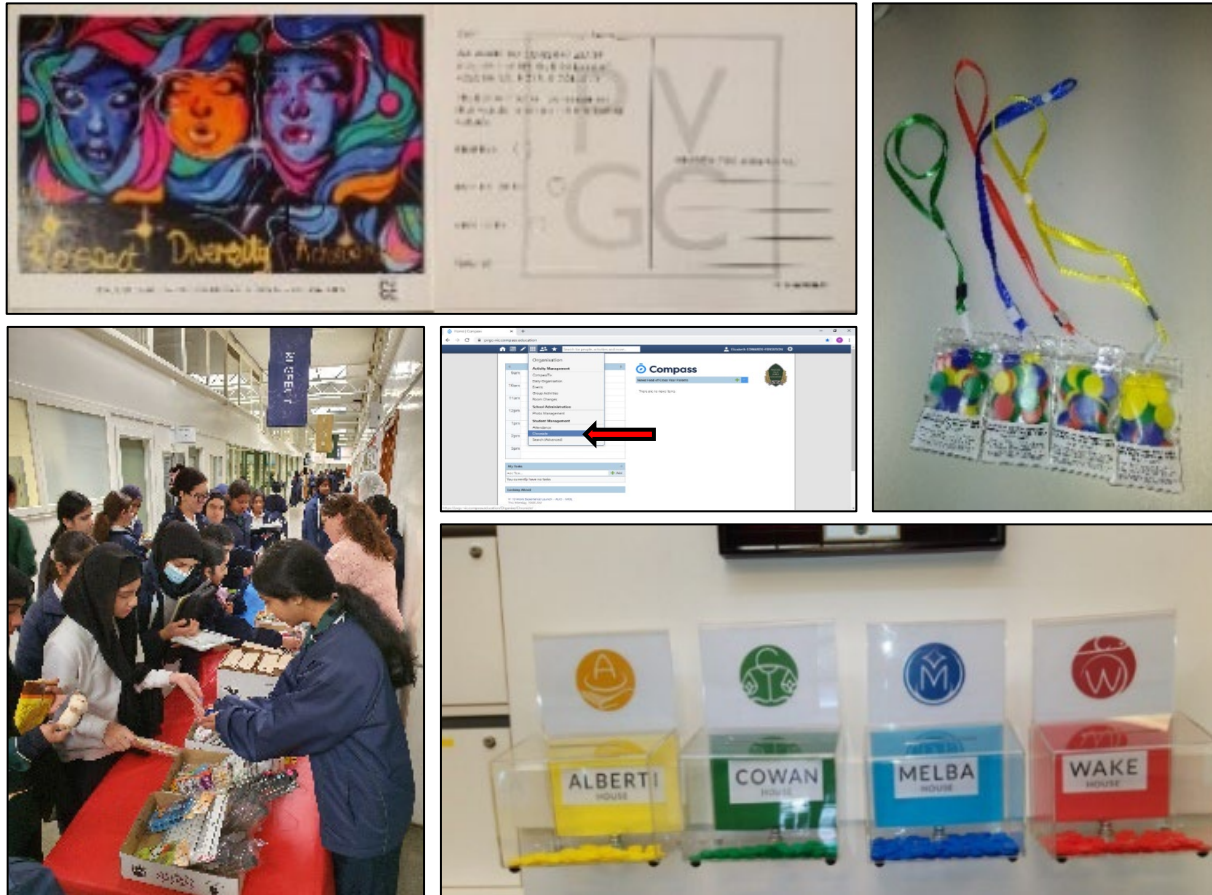
Impact

1. Students know the expected behaviours in specific settings.
2. Behaviours are taught using start commands "Please sit with six legs on the floor", rather than stop commands such as "Don't swing on your chair".
3. Behaviours are patiently re-taught through:
 - Our pastoral care program *Connect*.
 - The Tiered Behaviour Response.



Tier 1: Universal Prevention A

Essential Feature 5: Continuum of Procedures for Acknowledging Expected Behaviours



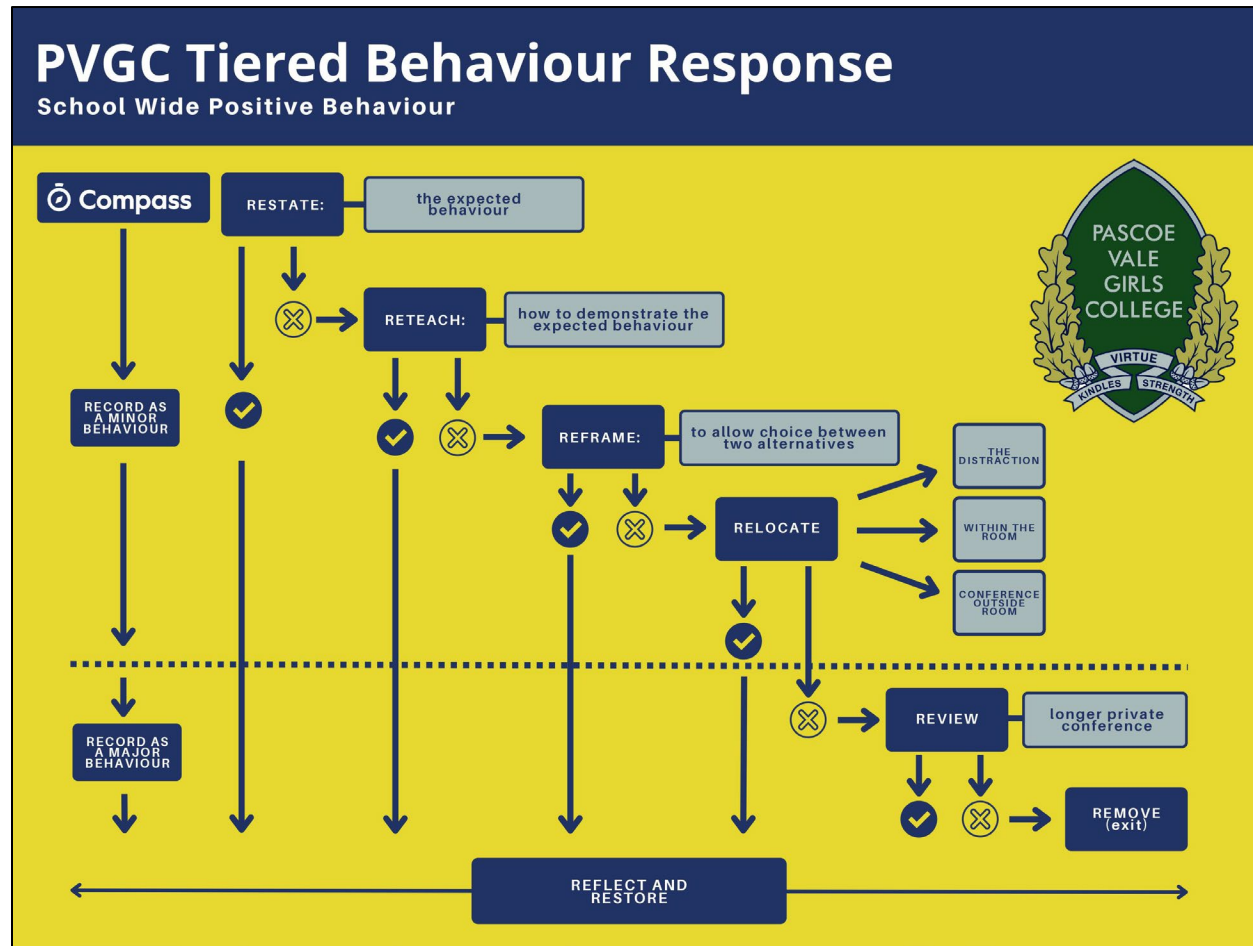
Impact

1. Greater uptake because teachers choose the system(s) that work for them.
2. Students receive intrinsic (pride) and extrinsic rewards (house points and physical prize)
3. Greater family engagement through Compass notifications and mail.
4. A 4:1 ratio of praise to correction is more supportive for students. Some students have other ratios. e.g. 17:1.
5. The change from person praise (e.g. "You're so smart") to process praise ("You've worked so hard") focuses on decision-making processes rather than static qualities.



Tier 1: Universal Prevention A

Essential Feature 6: Continuum of Procedures for Responding to Inappropriate Behaviour



Impact

1. Teachers appreciate the flexibility of this process.
2. Providing scripts, de-escalation and restorative practices training has enabled consistent application.
3. Record-keeping on Compass enables behaviour patterns to be tracked and corrected.
4. Attitudes to Schools Survey data from the last five years indicates an increase in effective classroom behaviour for all year groups from 50% in 2019 to 58% in 2023.

Tier 1: Universal Prevention A

Essential Feature 7: Procedures for Record-Keeping, Decision-Making and Ongoing Monitoring of Data

Implementation

Configure Subscription

Group Demographics

This subscription will include all students who are in ...

Year Levels: (Any Year Level)

and also are in:

Form Groups: (Any Form Group)

and also are in:

House: (Any House)

resulting in a total of 822 students.

Chronic Entry Types

Ratings: Green Amber Red Grey All Ratings

Categories: (All Categories)

Include Attendance Notifications:

Show Student Birthdays:

Attendance Flags

Flag Types: Not Present (Unexplained) Not Present (Unexplained) for more than 50% of classes in last 3 Days

Not Present (Unexplained) over Last 3 Days Not Present (Unexplained) for at least one session today

Late (Unexplained) Late Today (Unexplained/Explained)

Late (Unexplained) over Last 3 Days Present but no longer accounted for

Late Today (Unexplained)

Late (Unexplained) Consecutive Days:

Late (Unexplained/Explained) Consecutive Days:

Cumulative Days in a Term:

Not Present (Unexplained) Cumulative Days in a Term:

Late to Class instances in the last 3 days:

Save Cancel

Type	Number of reports
Abusive language	68
Bullying/threatening behaviour	62
Defiance - refusal to cooperate	381
Disrespectful or inappropriate language	183
Disrespect of learning environment. e.g litter	99
Disruption of learning	796
Failure to respond to instructions	766
Incorrect uniform	256
Intimidation/harassment	81
Lack of classwork/homework	640
Late to class	1307
Other	85
Physical/verbal aggression	94
Plagiarism/cheating	17
Repeatedly late to class	245
Repeatedly unprepared for class	143
Repeated uniform infraction	22
Repeated use of phone/device	23
Sustained disruption of learning	346
Truancy/absconding	207
Unprepared for learning	665
Unsafe behaviour	97
Unsafe behaviour that endangers others	39
Use of phone/device	159

Impact

1. Using Compass Pulse data has enabled the SWPBS Team to identify areas for coordinators to focus on.
2. Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI) data has indicated that more than 80% of staff and students know our SWPBS processes.
3. Compass Chronicle Digest enables teachers to see posts about students in real time and adjust their interactions.

Tier 1: Universal Prevention

Classroom Systems 8: Essential Teaching and Learning Practices

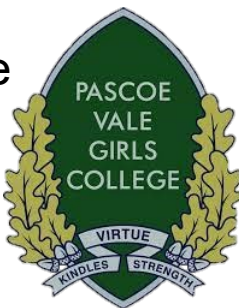
Implementation

Essential Teaching and Learning Practices:

1. Clarifying Classroom Expectations
 - a. Values and Expectations Matrix
2. Classroom Procedures and Routines
 - a. **Cue to Start Routine**
 - b. **Entry / Exit / Late Routines**
3. Encouraging Expected Behaviour
 - a. Postcards Home
 - b. House Tokens
 - c. Compass Chronicles
 - d. Feedback ratio of 4:1
4. Discouraging Inappropriate Behaviour
 - a. Tiered Behaviour Response

Impact

1. The matrix has become less utilised because it has faded into the background.
2. Consistent routines have been newly implemented. The challenge we face will be to ensure ongoing implementation.
3. Approximately 100,000 Compass Points and 24,000 tokens are awarded each year which contributes to students feeling valued and connected to school.
4. Students are provided with a safe and supportive environment where they are patiently taught new routines in place of old inappropriate habits.



Tier 1: Universal Prevention

Classroom Systems 9: Essential Teaching and Learning Practices

Implementation

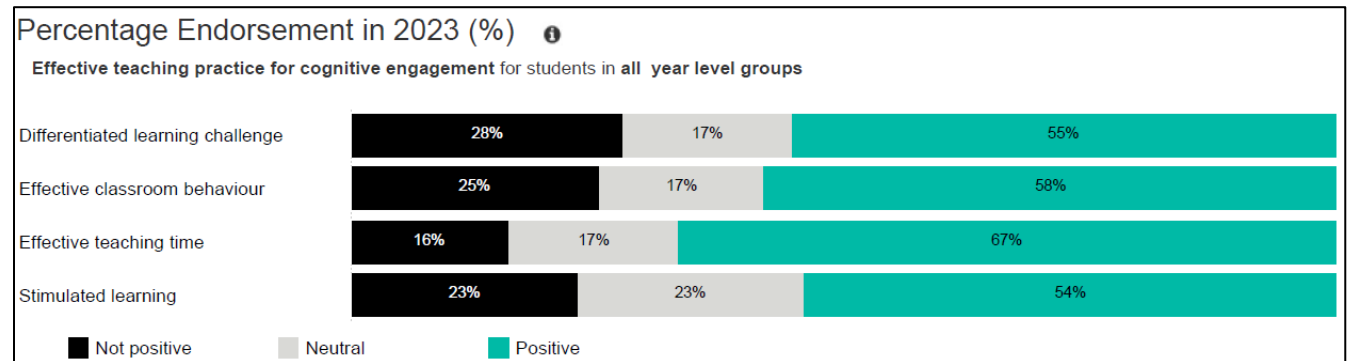
Essential Teaching and Learning Practices:

5. Active Supervision
 - Moving, scanning, and interacting.
6. Opportunities to Respond (OTRs)
 - Replace cold-calling and random name draw with choral responding, mini-whiteboards, thumbs-up or – down, fist-to-five. Etc.
7. Activity Sequencing and Choice
 - Interspersal of difficult talks, Behaviour Momentum and Choice of Task.
8. Task Difficulty
 - Length of Task, Response Mode and Increased instruction or practice

Impact

5. Inappropriate behaviour is prevented through the use of proximity,.
6. OTRs support students' wellbeing by removing individual attention and social anxiety.
7. Gives students greater confidence to start and complete tasks.
8. Students can show their range of skills through different modes and scaffolding.

Attitudes to School Survey (AToSS) for PVGC found:



Tier 1: Universal Prevention B

Module 10: Embedding Core Practices



PVGC Staff
SWPBS Handbook
2024
 School-Wide Positive Behaviour Support
 (SWPBS)

You can change your phrasing from negative stop commands to positive start commands by attempting the following:

- Describe the inappropriate behaviour and the impact it is having on others
- Use a start command to reiterate what the expected behaviour is

STUDENT BEHAVIOUR / ACTION	COMMON STOP COMMANDS	START COMMAND EXAMPLES
Talking out of turn, talking when another student/teacher is addressing the class	"Stop talking" "Don't do that." "Don't be rude." "Don't talk when I am talking"	"Please be quiet". "Please respect others by listening when they are talking". "[Student's name], you have two choices: either be quiet while _____ is talking or you can _____."

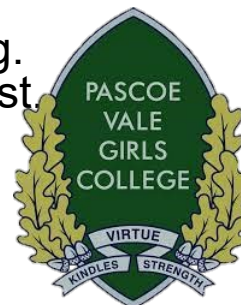
5.2.3a Instructions for Awarding House Points to Individual Students

1. Log into Compass and select the 'Organisation' tab (the 9 squares).
2. From the dropdown menu select, 'Chronicle'.
3. Select 'Create a New Student Entry'.
4. Select 'Template' and scroll down to 'House Points: Upholding Values'.

Minor Behaviour	Initial Teacher Action	If the Behaviour Continues or Escalates...
Late to Class	<ul style="list-style-type: none"> - Send students to the Attendance Office (Period 1 only) for a Late Pass which shows on the Compass roll. - If students are late to class after Recess or Lunch, or take an unreasonable amount of time to move between classes, record on Compass as a SWPBS: Minor Behaviour and keep the students behind after the bell to make up the class time they have missed if possible 	<ul style="list-style-type: none"> - If students form a pattern of Lateness, record as a SWPBS: Major Behaviour.
Incorrect uniform	<ul style="list-style-type: none"> - Ask the student for their Uniform Pass. - If the student does not have a Uniform Pass, ask them to remove the offending item of clothing. - Record as a SWPBS: Minor Behaviour on Compass. 	<ul style="list-style-type: none"> - If the student refuses to remove the item of clothing, exit the student to the Sub-School. - If the student is unable to remove the item of clothing. E. g. shoes, please record as a SWPBS: Major Behaviour on Compass.

Impact

1. Integration with other school programs makes it a core practice.
2. The annual SWPBS Handbook is a useful reference guide for teachers, new staff and CRTs, especially during induction.
3. Regular professional learning to upskill teachers.
4. Future implementation of observations and learning walks.
5. Encourage more self-monitoring. E. g. the SWPBS Teacher Checklist.



Tier 1: Universal Prevention B

Module 11: Planning to Increase all Staff Behaviour Expertise

Implementation

4. Using the Values and Expectations Matrix above, remind the following students of the behaviour they should be demonstrating.

a. Victoria is using her laptop when she should be silently reading the textbook.

b. Nick is checking Compass when they should be writing down today's topic.

c. Khoa rudely tells Elly that her presentation was 'dumb.'

d. Carolyn scored below 70% on her test and she feels like she shouldn't even bother trying anymore because 'what difference does it make?'

Impact

1. Every student-free *Curriculum Day* we host a workshop based around SWPBS.

- We review the relevant theory based on our most recent data or training.
- We complete tasks such as scenarios or role plays to reinforce practices or create new policy.

2. This has resulted in SWPBS becoming second-nature in teachers' practices. Our Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI) results indicate that more than 80% of teachers utilise core SWPBS practice.



Tier 1: Universal Prevention B

Module 12: Prevention of Bullying Behaviour in SWPBS

Context



Impact

1. PVGC's bullying prevention policy aligns with SWPBS principles.
2. The Student Representative Council began a 'Expect Respect' program but were not able to achieve more progress due to staffing issues.
3. Bullying and cyberbullying along with the *Respectful Relationships* curriculum are taught in *Connect*.
4. AToSS data showed that: 90% of our students are not experiencing bullying and 59% of students feel like they have an advocate at school (2023).

Tier 1: Universal Prevention B

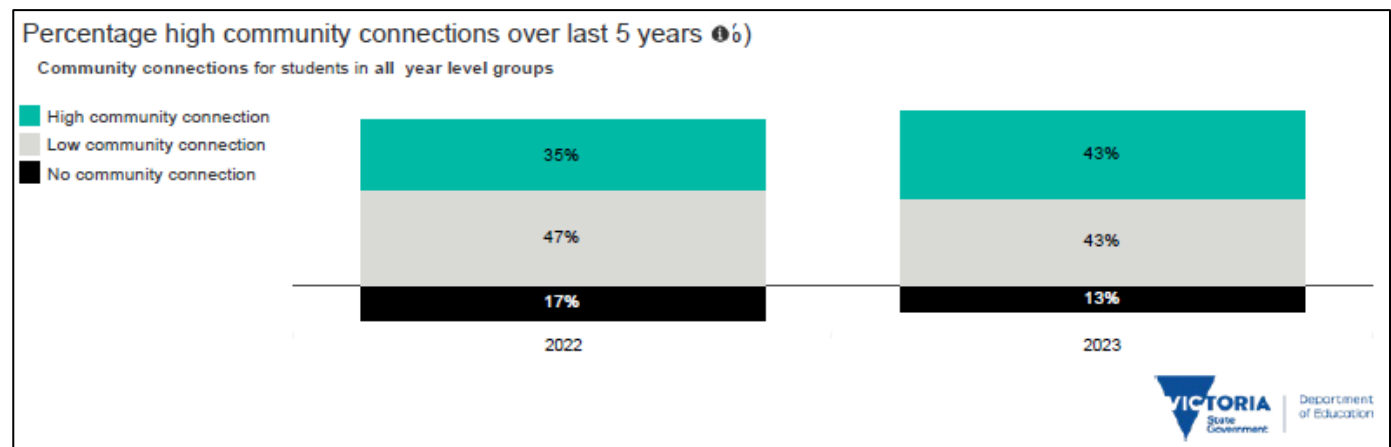
Module 13: Enhancing Family and Community Engagement

Implementation

1. Parents have access to their child/ren(s)' Compass Chronicles and our SWPBS journey has been published in the termly newsletter.
2. Families have been difficult to engage beyond Parent-Teacher-Student Conferences, Orientations, VCE information sessions. Etc.
3. We hope to engage parents with the SWPBS framework to align behaviour support strategies at home with those taught in school.

Impact

2. Our challenge is to enhance family and community engagement in a more meaningful way.
3. Despite our unsuccessful engagement attempts so far, our AToSS data has indicated that students experience greater community connections, which we hope to extend to their families.



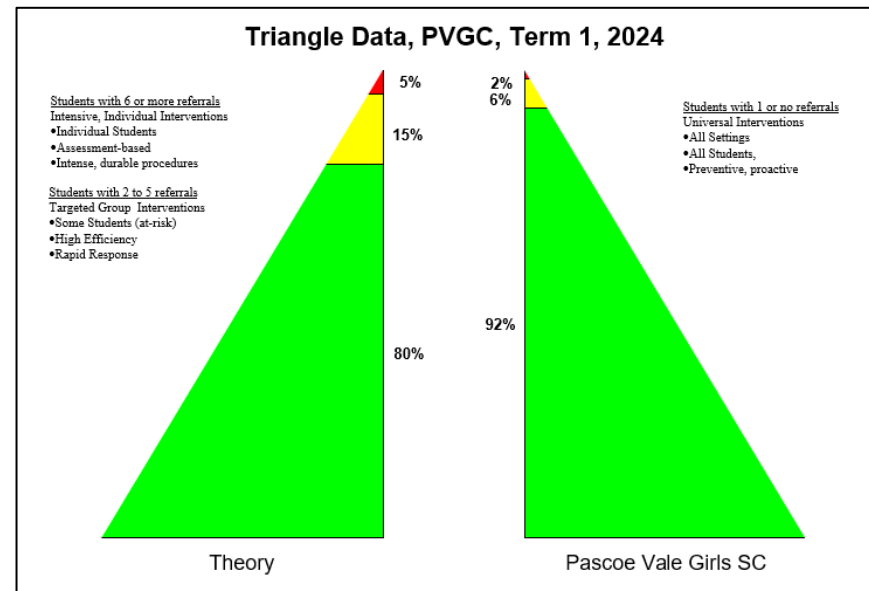
Tier 1: Universal Prevention B

Module 14: Improving Data Analysis for Problem Solving

Implementation

1. Our termly triangle data results demonstrate the PVGC's referrals are below the percentages dictated by the theory.

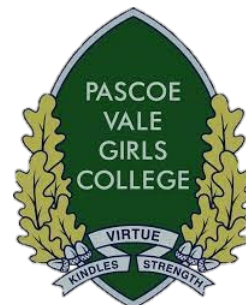
2. The Pulse feature on Compass will be utilised by the SWPBS Team to analyse Compass Chronicle data to identify students in need of Tier 2 support.



Impact

1. Communicating this data to staff enables them to reflect that while we are dealing with undesirable behaviour that feels constant, from a broader perspective we are improving behaviour.

2. The SWPBS Team are able to identify specific areas to focus on and give this information to the year level teams.



Tier 1: Universal Prevention B

Module 15: Sustaining SWPBS Implementation

Implementation

How do we sustain SWPBS at PVGC?

- We keep going back to the basics: Values and Expectations Matrix, Tiered Behaviour Response, Reinforcement Systems.

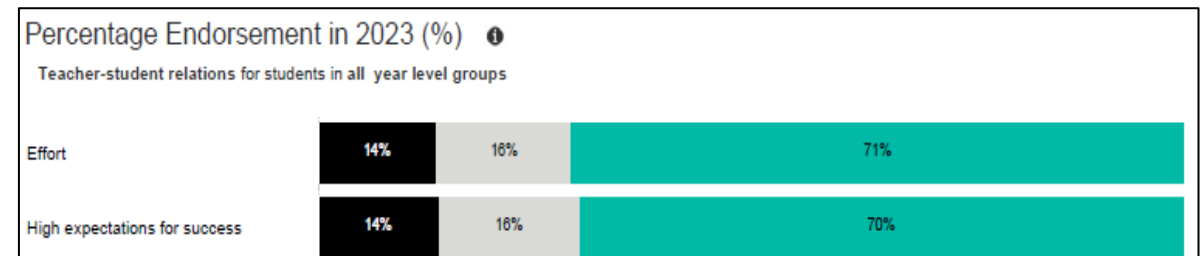
According to our AToSS data:

- Effective teaching time for all students in all year level groups rose from 56% in 2019 to 67% in 2023.
- It also found that:

Impact

Our goals:

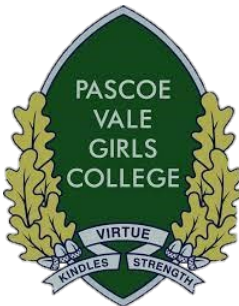
- More efficient data collection and communication to stakeholders.
- Expand to more areas within the school.
- Parents are more actively engaged in SWPBS.



The Role of Leadership in our Approach

What is Essential for Preventing Inappropriate Behaviour?

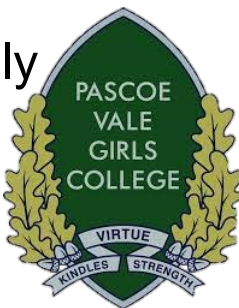
1. Leadership need to allocate time, resources and budget to implementing this framework.
2. It's so important to have a strong team, with an allocated POR or Leading Teacher role to progress this implementation. This needs to be a shared responsibility, not a single person driving the program.
3. Lead by example. Consistency across all levels of the school is key.
4. Begin with small manageable changes to behaviour. eg. Change from 'stop commands' to 'start commands' is a simple change teachers can attempt in their everyday life.
5. 'Hasten Slowly.' It's important to do it right by taking your time. SWPBS is a journey. It will take years. eg. We are seven years into this process and only completing Tier 1.



How Principals Could Lead this Work in Your School

From Me to You - Strategies, Resources, Tools and Tips

1. Include SWPBS in your SSP and AIP to ensure accountability. It is such a useful tool for reflecting on progress and future actions each term during the AIP monitoring process.
2. Interrelate this framework into existing programs. E. g. The House System, Pastoral Care, Student Leadership. Etc.
3. Do not start from scratch. Look at your existing policies and procedures and see how they fit within the SWPBS framework and make only the necessary changes. If it is working for you and is SWPBS-friendly, don't make more work for yourself.
4. Staff buy-in and accountability is essential. Set boundaries: there will be no more yelling, only conversation. No detentions, only consequences. Etc.



Thank you

