



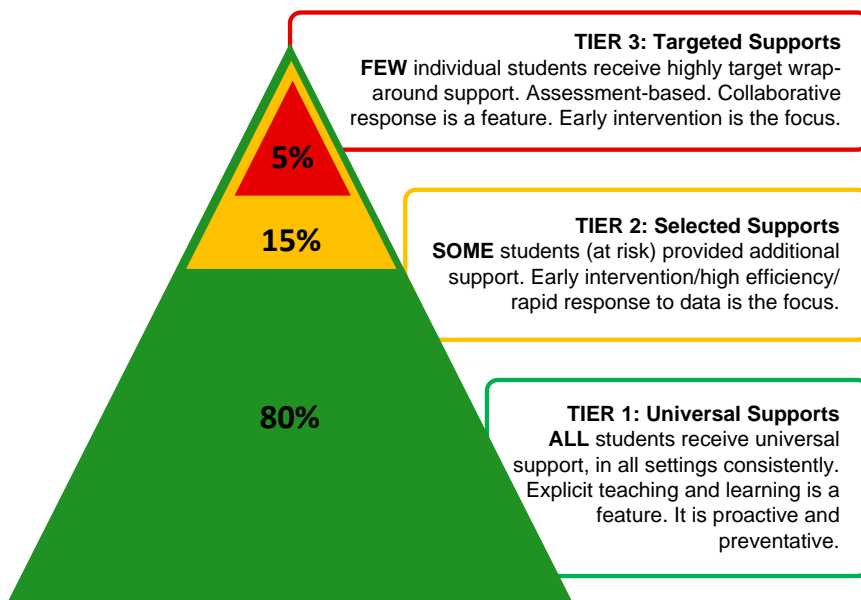
November 2022 – November 2023

## SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT TIER 1 UNIVERSAL PREVENTION ANNUAL EVALUATION Swan Hill Specialist 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 that invests in prevention (Tier 1), identifies and provides targeted supports for students with at risk behaviours (Tier 2) and individualised and intensive support for students with significant support needs (Tier 3).



Swan Hill Specialist School commenced its School Wide Positive Behaviour Support journey in 2014. The following report provides an evaluation of the implementation of SWPBS at our school for November 2023.

#### OUR VISION

Swan Hill Specialist School's vision is to promote the belief that every student can learn and that the needs of all students are important. Our school empowers all students to 'Aim High'; to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

#### OUR MISSION

Swan Hill Specialist School is committed to respecting the dignity of the individual and maximizing opportunities for students to achieve their educational, social and emotional development in a safe, happy and positive environment.

#### OUR VALUES

Kindness

Trust

Belonging



Our SWPBS implementation sits within the framework of our broader school improvement goals (see above) and adapted for our unique, local context.

## Context

Swan Hill Specialist School has grown from a small special developmental school some years ago to become a larger more diverse specialist school, with growing enrolments (93 students in 2023) and a strong profile in the local Swan Hill community.

The school site is large and accommodates a kitchen garden and garden facilities at the rear. There are defined secure areas for recreation at break times for the various age groups. Sheltered modern play equipment is available for students.

Students come from a wide surrounding rural area with some travelling long distances. A high percentage of students come by PTV Disability bus transport. Students are from a diverse socio-economic background with many families significantly disadvantaged, evidenced by a relatively high Student Family Occupation (SFO) density of 0.82. More boys than girls are enrolled with student's disabilities ranging from Mild to Severe Intellectual Disability (ID). Many students have a multi disability such as autism or a physical, emotional and behavioural disability. A small percentage of students come from language backgrounds other than English (LOTE) and there are approximately 20% of students who come from an indigenous background.

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 outcomes in literacy and numeracy.

Goal 2 of the school's AIP is focused *on students feeling included, involved and engaged in school and the wider community.*

### SWAN HILL SPECIALIST SCHOOL SWPBS TEAM

**Bridget Caruso**  
*Team Leader*

**Amanda Dalton**  
*Inclusion and Outreach Coach*

**Sue O'Sullivan**  
*SWPBS Team Member*

**Karen Simpson**  
*Mental Health Practitioner*  
*SWPBS Team Member*

## Swan Hill Specialist School 2023 Annual Implementation Plan GOALS

G1

*In 2023 we will improve student outcomes in literacy, numeracy and wellbeing.*

G2

*All students feel included, involved and engaged in school and the wider community.*

### Input

The SPWBS team which consists of Bridget Caruso, Amanda Dalton, Karen Simpson & Sue O’Sullivan, have led the SHSS staff and community through the implementation of the Seven Essential Features of Universal Prevention: Tier 1 stage. During 2022 Amanda Dalton and Bridget Caruso completed the SWPBS Tier 1 Foundations (UPA) course. Additionally, during Term 3 of 2023 Bridget Caruso completed the SWPBS Team Leader Training course.

The team has met fortnightly for the majority of 2023 and worked through the SWPBS Term 1 Action Plan based on the results and areas of opportunity identified from the 2022 TFI. Additionally, Bridget has been meeting with Katrina Archibald the School Wide Positive Behaviour Coach for the Mallee Region on a fortnightly basis to ensure that our implementation and documentation has been correct. Whole Staff Professional Development has been run during 2023 with the SWPBS Team Leader presenting a Tier 1 SWPBS overview during the curriculum day on the 10<sup>th</sup> of March 2023 and staff working on developing clear documentation during whole staff meetings on two occasions during Terms 1&2. Katrina Archibald was also invited to run a two sessions of staff professional learning during our Term 4 staff meetings around the need to Build Positive Relationships.

#### Essential Features of Tier 1, Universal Prevention

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:

1. Common Philosophy and Purpose

Over the past three years, our school and community have collaboratively worked to align our core values, which are now centred on Kindness, Belonging, and Trust. This alignment was achieved by actively involving all stakeholders—community members, parents, students, and staff—through consultative groups, surveys, and informal discussions to ensure that the values

reflect what is most important to our school community. With these values at the forefront of our vision, we have developed guiding principles for student behaviour. There has been a whole-school commitment to fostering a deep understanding of SWPBS and our expected student behaviours among staff, parents, and students alike.

## 2. Leadership

*Leadership have been very supportive in enabling our school to build behavior support expertise within the school, we have conducted numerous internal professional development (PD) sessions for the entire staff. These sessions focused on understanding SWPBS and behaviour support, allowing staff to contribute to the development of policies, procedures, and documents that form the SWPBS framework. This collaborative approach has been essential in embedding these practices effectively across the school, ensuring that our behaviour support strategies are both comprehensive and tailored to our specific needs.*

## 3. Clarifying Expected Behaviour:

At Swan Hill Specialist School, we implemented a structured approach to clarifying expected behaviour. As a staff, we collaboratively mapped out the behaviours we aimed to develop within our school during dedicated staff meetings throughout the year. Each week, students participated in scheduled lessons that explicitly taught the positive behaviours we expected to see, supported by behaviour matrices displayed throughout the school. These matrices clearly outlined the specific behaviours for various settings, such as classrooms and playgrounds, serving as visual reminders. Our staff consistently modelled expected behaviours and engaged students in role-playing exercises to help them practise in a safe and supportive environment. Positive behaviours were quickly and consistently acknowledged through a rewards system that reinforced and encouraged students. We also ensured that all staff used consistent language when discussing behaviours, creating a unified understanding across the school. By regularly collecting and reviewing behaviour data, we monitored the effectiveness of our strategies and made adjustments as needed. Additionally, we involved parents and the broader community in understanding and reinforcing these behaviours through newsletters, school-wide behaviour initiatives, and inviting our parents to attend school events. Through these efforts, we established a clear and consistent environment that supported positive behaviour.

## 4. Teaching Expected Behaviours

At Swan Hill Specialist School, we took a comprehensive and proactive approach to teaching SWPBS expected behaviours. Social and play behaviours were explicitly taught in both classroom and non-classroom settings, ensuring that students understood how to engage positively across various environments. For example, during Community Participation excursions to public areas, students were explicitly taught the expected behaviours before they visited. This included discussing appropriate social interactions, public etiquette, and how to demonstrate our core values of Kindness, Trust, and Belonging in these settings.

We used a behaviour matrix that outlined clear expectations for various locations within the school, such as classrooms, playgrounds, and shared spaces. This matrix was visible throughout the school and served as a constant reference for both staff and students. In addition to teaching behaviours directly, our staff modelled these expected behaviours in their daily interactions with students, reinforcing what had been taught. Role-playing was also a key strategy, allowing students to practise scenarios in a controlled environment, which helped them build confidence and understanding before encountering real-life situations.

Interactive activities further supported our SWPBS approach. Students were actively involved in creating their own posters and videos to show how they could display our school values of Kindness, Trust, and Belonging. These student-led projects not only reinforced the behaviours we taught but also empowered students to take ownership of their actions and contributions to our school community.

Through these varied and interactive methods, we ensured that the teaching of expected behaviours was consistent, engaging, and effective, helping our students thrive both within and outside of the school environment.

#### 5. Acknowledging Expected Behaviour

Our data for acknowledging expected behaviours is meticulously recorded by teachers and ES staff using Sentral, our records management program. This data highlights a significant improvement in how we acknowledge expected behaviour within our school. We've progressed from a 1:1 ratio of logged successes and celebrations to incidents of concern in Term 1, to an impressive 5:1 ratio in Terms 2-4. This improvement reflects our concerted effort to prioritise positive reinforcement. Additionally, when you walk around our school, you are immersed in an environment where positively stated behaviours are prominently displayed and actively reinforced by staff.

#### 6. Discouraging Inappropriate Behaviour

At Swan Hill Specialist School, we discouraged inappropriate behaviour through several key strategies aligned with SWPBS principles. We clearly defined and communicated expected behaviours using behaviour matrices and consistent reminders. When inappropriate behaviours occurred, we addressed them according to established procedures, ensuring students understood the consequences.

Our approach focused on reinforcing positive behaviour rather than just punishing the negative. We recognised and rewarded appropriate actions, encouraging students to choose positive behaviours. We also implemented proactive strategies, such as teaching expected behaviours through lessons and role-playing, modelling positive interactions, and maintaining a structured environment to prevent misbehaviour.

When inappropriate behaviour arose, we used it as an opportunity for teaching and support, guiding students on how to correct their actions and develop alternative behaviours. Behavioural data was regularly collected and analysed to identify patterns and tailor our interventions effectively. We engaged students, families, and the community to reinforce behaviour expectations and used restorative practices to repair relationships and address the impact of behaviour. Through these efforts, we fostered a supportive environment that aligned with the principles of SWPBS.

#### 1. Ongoing Monitoring

*To engage students, families, and community members in co-creating culturally responsive practices, we have focused on welcoming everyone back into the school following COVID restrictions. Key activities include reopening the Community Café on Fridays, inviting parents to assemblies every fortnight, and organising sports days and special events like Book Week parades. These initiatives have been embedded into our school culture, helping to rebuild connections and foster a strong, inclusive community environment. We have also updated the SWPBS information available to families and the community on our school website and provided regular updates and information in our school newsletter.*

Our School-Wide Positive Behaviour Support (SWPBS) Tier 1 team has met on a fortnightly basis during 2023. We regularly check the effectiveness of our practices by dedicating time in each SWPBS meeting to review data and evaluate the impact of our strategies. For example, during the building works, we noticed an increase in unwanted behaviour in the Senior/Middle Years Yards. To address this, we installed and embedded changes such as staggering lunch times and introducing lunch clubs, which provided students with more choices and reduced crowding, ultimately minimising behavioural issues.

EF1

#### **Common language, vision and experience:**

- Common Language reviewed.
- Values, Vision, Mission and expectations revisited & embedded.
- Positive and proactive philosophy in place.
- Deep Understanding of SWPBS developed.
- Rebranding, symbolically advertising our direction.
- SWPBS Staff Handbook developed.

EF2

#### **Leadership and school wide support:**

- Allocated Whole School Staff meetings to address SWPBS professional development.
- SWPBS Staff Handbook created to support staff in their journey.
- Consistent operating procedures
- Effective communication procedures.

EF3

#### **Clearly defined set of expected behaviours:**

- Three school wide expectations defined that are positively stated, contextually & culturally appropriate and decided upon by more than 80% of staff – BELONGING, KINDNESS, TRUST.
- Visuals developed for inside, with a wellbeing wall being dedicated to each classroom.
- Visuals developed for outside settings.
- Routines and procedures created for non-classroom settings.
- School Behaviour Matrix is visible in every classroom and expected behaviours are explicitly taught.

EF4

#### **Teaching Expected Behaviours:**

- Bank of lesson plans created for teaching expectations in schoolwide, non-classroom, community and classroom settings.
- Staff using common language, visuals and hand signals in all settings.
- A teach / show / model process is used.
- Our school values have been visually outlined during the seniors 'values' videos.

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.
- Ratio of positives is 4:1 (confirmed through logged incidents in Sentral).
- Common language and understanding allows for reinforcement, positive and explicit feedback, encouragement and acknowledgement.
- Our Acknowledgement System for Positive Points has been documented.

EF6

#### **Responding to Inappropriate Behaviours:**

- Behaviour Response Continuum developed.
- Classroom and Leadership supported behaviours defined.
- Behaviour Flow Chart developed.



**Ongoing Monitoring:**

- Positive and concerning incidents are recorded on Sentral.
- SWPBS assessments are undertaken.
- The Big 5 Data Decision Guide is used.

## Fidelity and Effectiveness

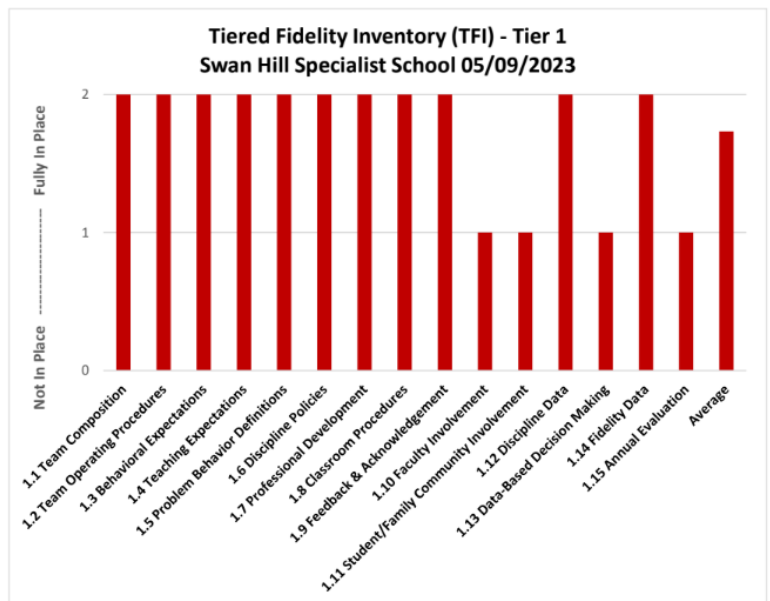
Schools use a range of data tools to measure the **fidelity** of implementation of SWPBS. These include the Tiered Fidelity Inventory (TFI) and a series of Self-Assessment Surveys (SAS) which measure staff perceptions of implementation.

SHSS 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 externally assessed TFI results. This indicated that staff professional learning, the regular sharing of data and involvement in decision making has been effective.

**Tiered Fidelity Inventory (TFI) data:**

October 2022 Formal - External	September 2023 Formal - External
77%	87%

PBS Features	Score
1.1 Team Composition	2
1.2 Team Operating Procedures	2
1.3 Behavioral Expectations	2
1.4 Teaching Expectations	2
1.5 Problem Behavior Definitions	2
1.6 Discipline Policies	2
1.7 Professional Development	2
1.8 Classroom Procedures	2
1.9 Feedback & Acknowledgement	2
1.10 Faculty Involvement	1
1.11 Student/Family Community Involvement	1
1.12 Discipline Data	2
1.13 Data-Based Decision Making	1
1.14 Fidelity Data	2
1.15 Annual Evaluation	1
Average	1.7333
Total	26
Fidelity	87%



The results below are from a formal walkthrough undertaken by Katrina Archibald the School Wide Positive Behaviour Coach for the Mallee Region during the external administration of a formal TFI in September 2023.



Swan Hill Specialist School  
Walkthrough Results 05/09/2023

STAFF: What are the school values/expectations?

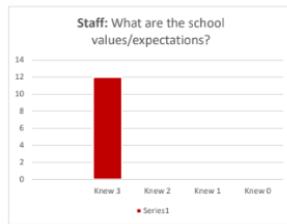
Knew 3	12
Knew 2	0
Knew 1	0
Knew 0	0
<b>Total</b>	<b>12</b>

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

Yes	11
No	1
NA	0

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

Yes	12
No	0
NA	0

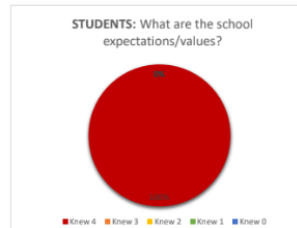
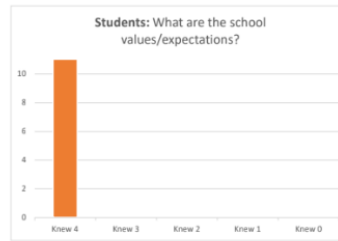


STUDENTS: What are the school values/expectations?

Knew 4	12
Knew 3	0
Knew 2	0
Knew 1	0
Knew 0	0
<b>Total</b>	<b>12</b>

STUDENTS: Have you received any rewards/acknowledgements since \_\_\_\_\_?

Yes	12
No	0
NA	0

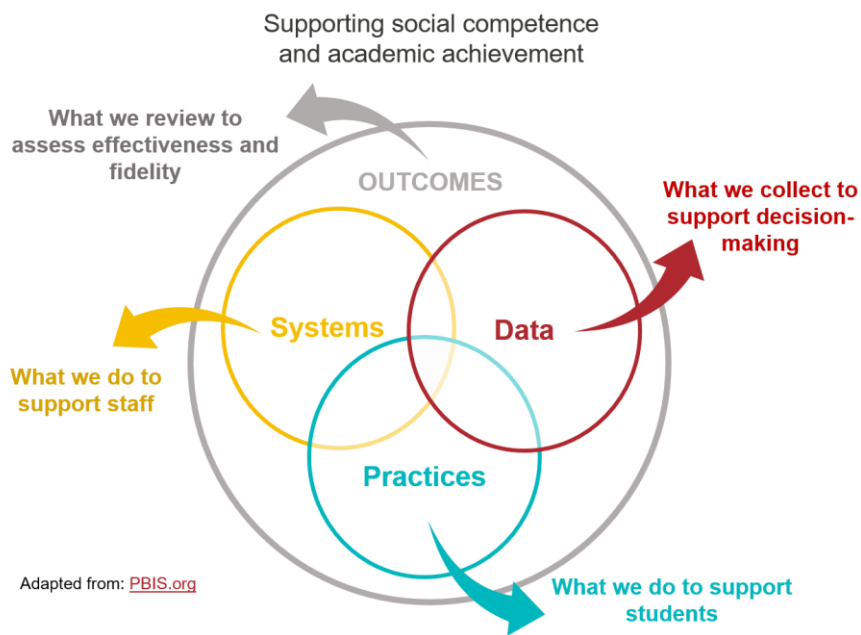


Self-Assessment Surveys indicate a differential of:

School Wide Systems SAS	September 2022	July 2023
In Place	66%	76%
Partial in Place	29.5%	21%
Not in Place	4.5%	3%
Non-classroom Settings SAS	September 2022	July 2023
In Place	79%	81%
Partial in Place	19%	18%
Not in Place	2%	1%
Classroom Settings SAS	September 2022	July 2023
In Place	73%	84%
Partial in Place	26%	14%
Not in Place	1%	2%

Schools use a range of data sets to monitor the **effectiveness** of SWPBS Tier 1 practices. Tier 1 practices include teaching schoolwide expectations, acknowledging appropriate behaviour, correcting errors and requesting assistance.

**Logged incidents on Sentral** during 2023, indicate a differential per term of:  
 (We are aiming for a 4:1 ratio of positive incidents to incidents of concern).



Sentral Incidents logged	Term 1	Term 2	Term 3	Term 4
Celebrations and Successes	111	318	387	339
Incidents of concern – classroom supported	98	53	64	43
Incidents of concern – leadership supported	Not recorded	7	15	16
Ratio	1:1	5:1	5:1	5:1

**Attendance Data:**

Sentral Attendance %	2022 Average	2023 Average
Schoolwide	78.8%	83.3%

## 2021 – 2023 Attitudes to School Data Results

DOMAIN	SURVEY FACTOR	Overall % Positive		
		2021	2022	2023
	<b>Student survey participation</b>	46%	58%	51%
<b>Effective Teaching Practice for cognitive engagement</b>	Differentiated learning challenge	91%	85%	85%
	Effective classroom behaviour	95%	88%	84%
	Effective teaching time	86%	79%	87%
	Stimulated learning	86%	83%	74%
<b>Teacher-student relations</b>	High expectations for success	89%	90%	89%
	Teacher concern	95%	83%	86%
<b>Learner characteristics and disposition</b>	Self-regulation and goal setting	93%	81%	77%
	Motivation and interest	80%	88%	94%
	Sense of confidence	82%	75%	81%
<b>Social engagement</b>	School stage transitions	75%	100%	100%
	Sense of connectedness	85%	80%	79%
	Student voice and agency	77%	83%	73%
<b>Emotional &amp; Relational engagement</b>	Peer Relationships – staying friends	93%	84%	92%
<b>Student safety</b>	Managing bullying	88%	81%	83%
	I know where to get help	83%	81%	96%

*In concluding our report on the school's SWPBS journey for this period, it is important to acknowledge the collective effort and positive impact of our entire community. Throughout this period, the SWPBS team, staff, students, families, and the broader community played integral roles in the success of our behaviour support initiatives.*

*The SWPBS team worked diligently to develop and implement strategies that were both effective and tailored to our school's needs. Their commitment to creating a supportive framework was instrumental in our progress. Staff members embraced the SWPBS principles with enthusiasm, participating in professional development sessions and actively applying behaviour support practices in their daily interactions with students. Their dedication to reinforcing positive behaviour and addressing inappropriate actions contributed significantly to our school's improved behaviour climate.*

*Students engaged positively with the SWPBS approach, showing growth in their understanding and application of expected behaviours. Their active participation in creating posters and videos to demonstrate our school values of Kindness, Trust, and Belonging highlighted their commitment to our shared goals.*

*Families and the community were invaluable partners in our journey. Their involvement through support at home, participation in school events, and reinforcement of behaviour expectations played a crucial role in fostering a consistent and supportive environment.*

*Overall, the collaborative efforts of our team, staff, students, families, and community have led to significant advancements in our SWPBS journey. We have established a positive and consistent environment that supports student behaviour and aligns with our core values. The success of this period reflects the strength of our collective commitment and the positive impact of our unified approach.*