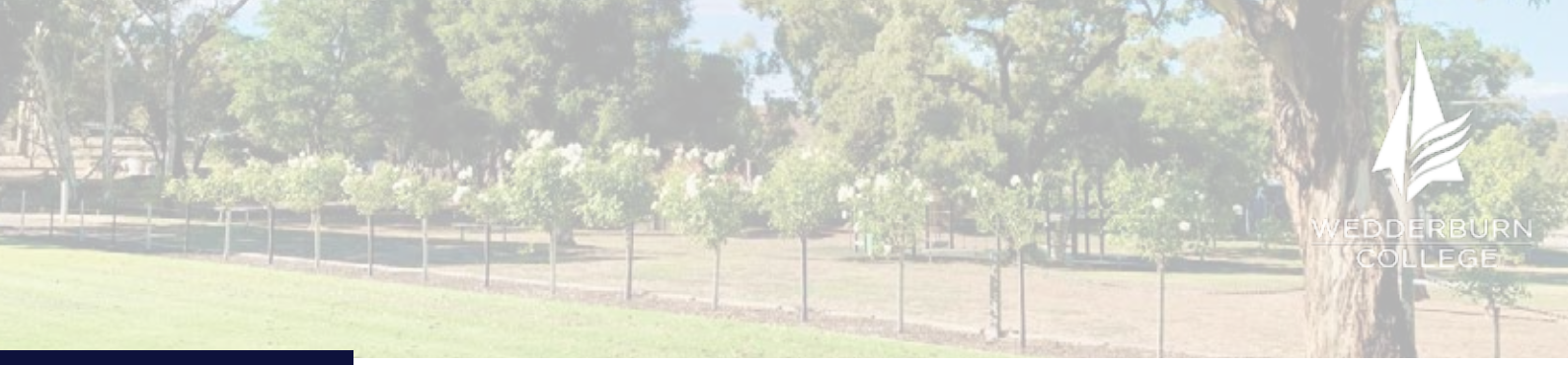
SWPBS STAFF HANDBOOK

WEDDERBURN COLLEGE



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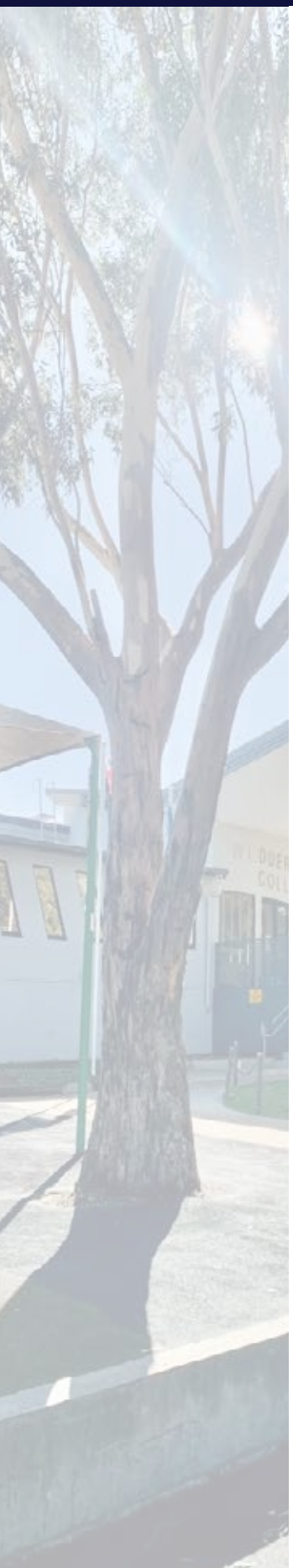


Letter from the Principal

Dear Wedderburn College SWPBS Team Members and Staff,

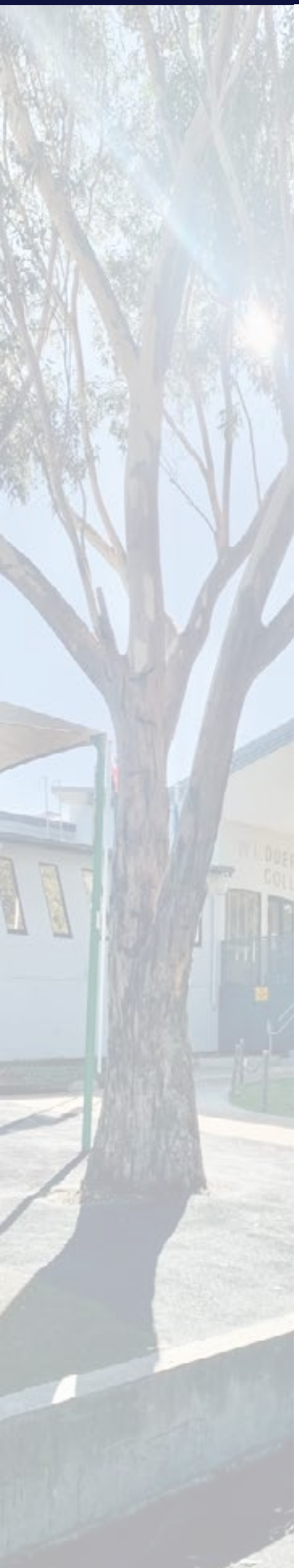
This handbook is a summary of the work you have done between 2018 and 2022 and a preview of the work that needs to be done in the future. It is a living document that will be modified as you continue your journey through the phases of the SWPBS process. It includes some of the documents that the SWPBS team have developed in conjunction with staff input and is in line with the student needs and direction of our school.

At the end of the 2018 school year, the SWPBS team worked with Wedderburn College school staff to develop the School-wide Expected Behaviour Matrix. Following one year of implementation at the end of 2019, this document was thoroughly reviewed with staff and was subsequently revised. The School-wide Expected Behaviours reflect the school values; Respect, Responsibility and Resilience and outline expectations for the classrooms, corridors, yard and KLC, and for all areas of the school. A large priority for the SWPBS team in 2019 was to develop a tangible rewards scheme, this included the introduction of burn bucks, gotcha cards and a burn bank shop. Special SWPBS days were held for students to exchange burn bucks for barbeque food, hot dogs, chocolates and Zooper Doopers. These days intended to acknowledge positive student behaviour and build a greater sense of school spirit and community.

Congratulations to the SWPBS team and staff at Wedderburn College for their hard work, belief in children and commitment to creating a positive environment for learning.

Thank you for the opportunity to work with exceptional and dedicated school staff members.

Danny Forrest



What is SWPBS?

School Wide Positive Behaviour Supports
School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

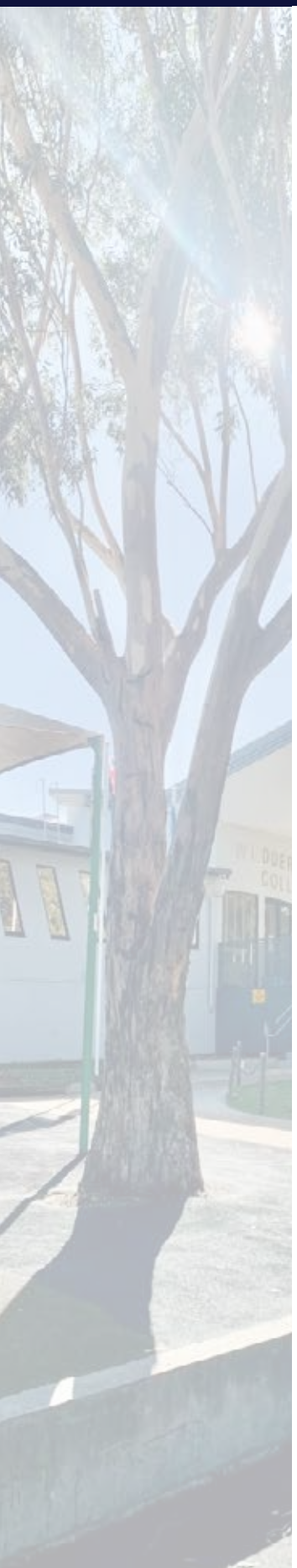
SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.
When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

> increased respectful and positive behaviour.
> increased time focused on instruction.
> improved social-emotional wellbeing.
> positive and respectful relationships among students and staff.
> increased adoption of evidence-based instructional practices.
> a predictable learning environment with improved perceptions of safety and increased attendance.

SWPBS can be implemented in any school setting to support students from Foundation through to Year 12. The framework supports schools to identify and successfully implement evidence-based whole-school practices to enhance learning outcomes for children and young people.

School Wide Positive Behaviour Supports (SWPBS) is a three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kind of school where all students are successful.

SWPBS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behaviour through systems change.
When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.



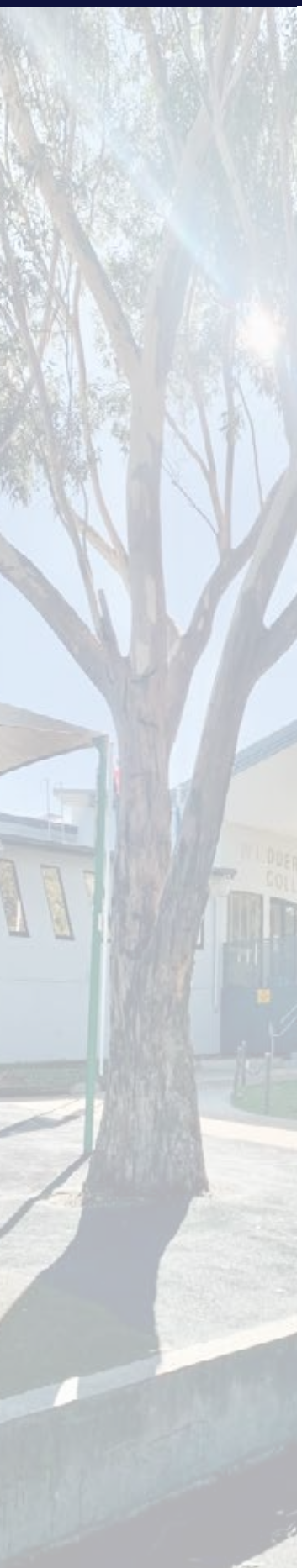
Systems, Data, Practices and Outcomes for Student Social and Academic Improvement

System
The way schools operate are their foundational systems. In SWPBS, these systems support accurate, durable implementation of practices and the effective use of data to achieve better outcomes. When it comes to systems, ask yourself: What can we do to sustain this over the long haul?

Data
Schools generate multiple pieces of data about students every day. Within the SWPBS framework, schools use data to select, monitor and evaluate outcomes, practices, and systems across all three tiers. When it comes to data, ask yourself: What information do we need to make effective decisions?

Practices
Key to improving outcomes are the strategies to support students at every level. In SWPBS, these interventions and strategies are backed by research to target the outcomes schools want to see. When it comes to practices, ask yourself: How will we reach our goals?

Outcomes
The outcomes from SWPBS are what schools achieve through the data, systems, and practices they put in place. Families, students, and school personnel set goals and work together to see them through. In SWPBS, outcomes might be improved student behaviour, or fewer office discipline referrals. When it comes to outcomes, ask yourself: What is important to each learning community?



The Multi-Tiered Framework

The Multi-Tiered Framework

A Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs. SWPBS is an example of MTSS centred on social behaviour.

Three Tiers of Support

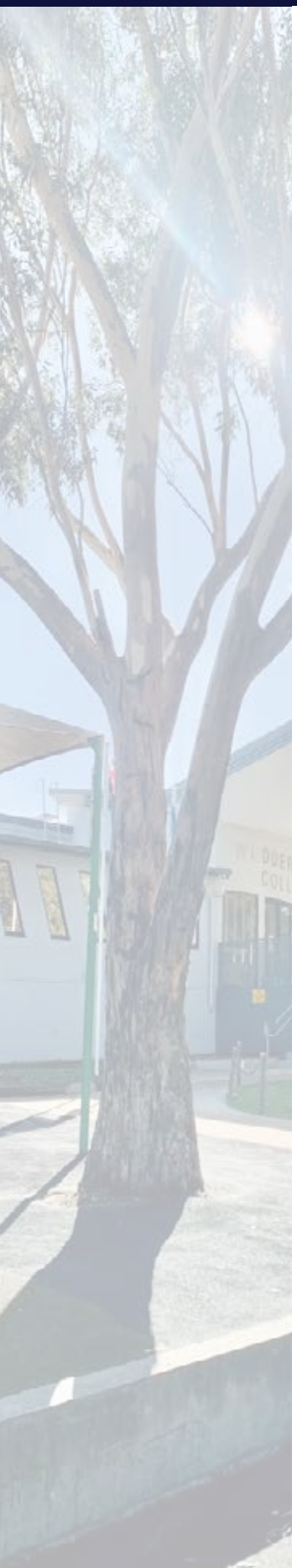
MTSS emerged as a framework from the work conducted in public health emphasizing three tiers of prevention. Schools apply this model as a way to align to academic, behavioural, social, and emotional supports to improve education for all students. It's important to remember these tiers refer to levels of support students receive, not to students themselves. Students receive Tier 2 supports; they are not Tier 2 students.

Tier 1: Universal Prevention (All)

Tier 1 supports serve as the foundation for behaviour and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and to prevent future problems.

Tier 2: Targeted Prevention (Some)

This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit core programs at the school.



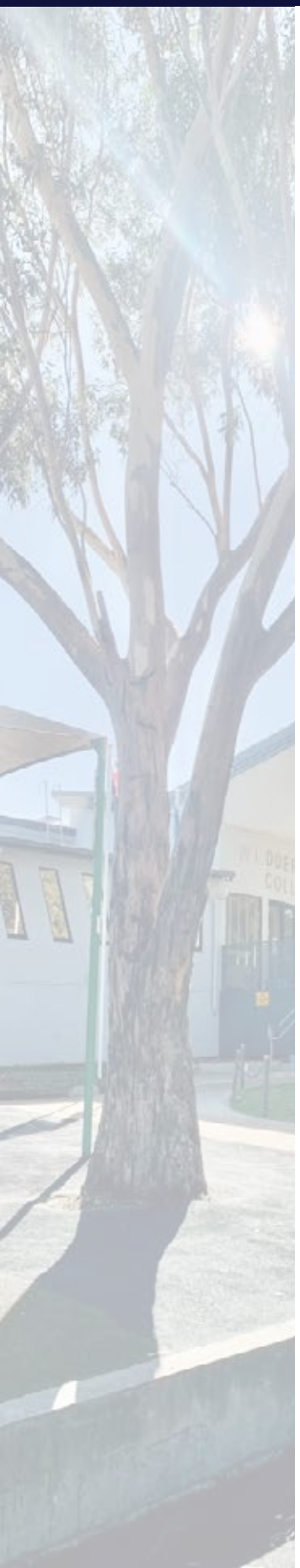
The Multi-Tiered Framework

Tier 3: Intensive, Individualized Prevention (Few)
Tier 3 supports are the most intensive supports the school offers. These supports require are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student's need and to develop an individualized support plan. Student plans often include goals related to both academics as well as behaviour support.

Key Components at Every Tier
Each tier has its own set of systems and practices, but some key components appear across every level. Each of these features needs to be present in order for MTSS to be implemented with fidelity.

> Practices are based on evidence to be effective in a similar context with similar populations.
> Practices are organized along a tiered continuum beginning with strong universal supports followed by intensified interventions matched to student needs.
> Data are collected and used to screen, monitor, and assess student progress.
> Resources are allocated to ensure systems and practices are implemented with fidelity over time.

Explore the Evidence Base for SWPBS
At its foundation, SWPBS is a framework supported by research spanning decades. Study after study confirms the positive impact these tiered systems and practices have on improving student outcomes. The evaluation brief, "Is School-wide Positive Behaviour Support an Evidence-based Practice?" and the article "Examining the Evidence Base for School-wide Positive Behaviour Support" each lay out some of the research and provide additional resources to explore the topic further.

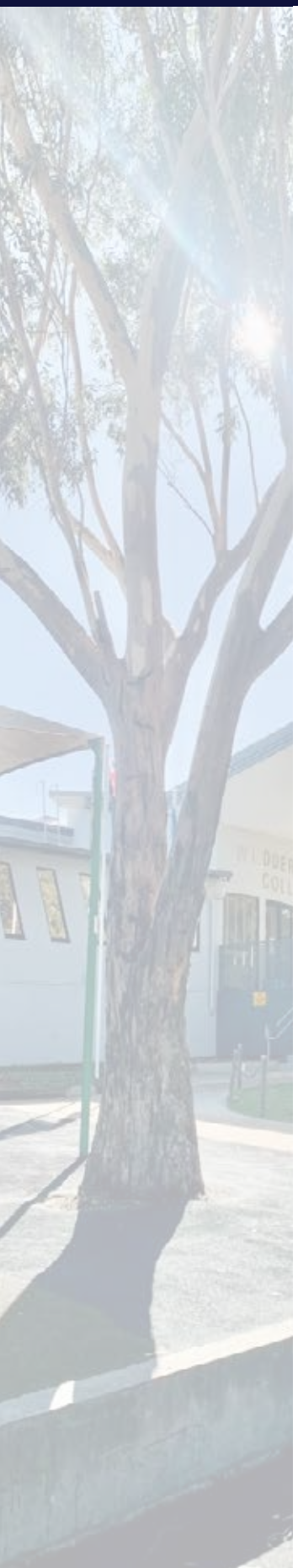


Seven Essential Features of Universal Prevention: Tier 1

Implementation of SWPBS requires commitment by the whole school community, particularly from the principal and leadership group. To achieve fidelity, SWPBS schools implement eight essential features. As part of this they will:

1. Establish a common philosophy and purpose
2. Staff and students use a common language to discuss behaviour.
School philosophy emphasises the need to teach expected behaviour much like academic learning.
3. Establish leadership and school wide support
4. School leaders publicly endorse and support SWPBS.
A team at the school leads implementation by creating, reviewing and monitoring an action plan. The work is done in collaboration by the whole staff with input from parents, students and the community.
5. Clearly define a set of expected behaviours
The school identifies 3-5 behavioural expectations that apply at all times. Clear, positively stated examples are identified and displayed in different school settings.
6. Establish procedures for teaching and practising expected behaviours.
A school-wide plan is developed to ensure behavioural expectations are taught to all students by all staff.
7. Implement a continuum of procedures to encourage expected behaviours.
School-wide systems are developed to acknowledge expected behaviour and promote commitment from all members of the school community.
8. Develop a continuum of procedures to discourage inappropriate behaviour.
Schools clearly define problem behaviours and identify specific strategies and responses to minor and major behavioural infractions.
9. Use procedures for record-keeping, decision making and ongoing monitoring.
Schools review data on repeated behaviour issues, the settings in which they occur, and the consequences most likely to be applied for inappropriate behaviours. They correlate these with other sources of data such as academic progress, and analyse this data to make necessary adjustments to school operations in an effort to reduce inappropriate behaviour.

Additional Objective: Support staff to use effective classroom practices
Schools establish systems to support staff to adopt evidence-based instructional practices associated with reductions in inappropriate behaviour.

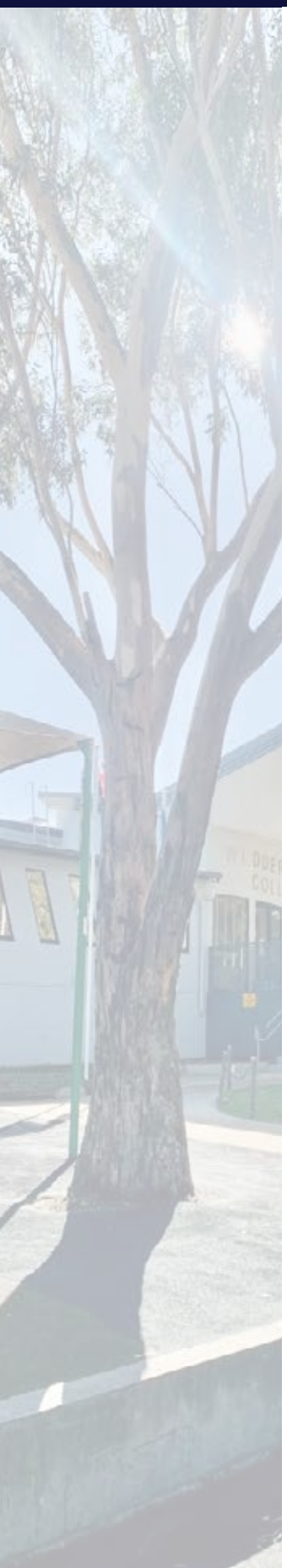


Seven Essential Features of Universal Prevention: Tier 1

Expanded Essential Features

Essential Feature 1: Common Philosophy & Purpose
Establishing a school philosophy that is proactive and positive is an important foundation for implementing SWPBS. This involves developing a vision, mission, objective and values, which assist in the process of identifying schoolwide behaviour expectations. SWPBS is a journey that requires wholehearted commitment and belief from all staff members and wider school community, and ensuring there is shared understanding and commitment is part of this stage. Obtaining student voice is key in successful implementation of SWPBS and ensuring it meets the student needs.

Student Voice
Buy-in is an important component in the successful adoption, full implementation and sustainability of any school-based initiative. One key way to increase buy-ins is to incorporate student voice. Student have a developmental need to play an active role in their own lives, students who are included in decision making and implementation are more likely to accept and participate in the initiative (Martinez, Kern, Hershfeldt, George, White, Flannery, & Freeman, 2019).
At the end of 2019 a focus group was conducted with secondary students at Wedderburn College, in order to identify what students believed should be expected of them (students) and what should be expected of staff. The results have been summarised in the table on the following page:



Seven Essential Features of Universal Prevention: Tier 1

Students should:

Cooperate and follow a teacher's direction and instruction

Respect their peers, staff, teacher resources, school property and the rules

Not argue back

Contain their emotions and prevent swearing at others

Respect that other students want to learn

Use appropriate behaviour and language at all times

Respect other people's opinions

Be prepared to learn / come prepared for all classes

Expect consequences with bad behaviour

Wear full school uniform

Follow through with punishments respectfully

Teachers should:

Treat every student equally / have a standard for everybody in terms of behaviour

Not hold grudges, rather, encourage positive vibes and environments

Encourage professionalism

Ask students if they need assistance and help them if they need or require thorough assistance

Inspire their students

Encourage their students to study more, and ask students what their preferred method of learning is

Aim to make their students want to come to school instead of being the reason they don't want to come to school

Explain things in different ways depending on who they are explaining it too

Be clear about what they want and their expectations

Explain work extensively to students if needed

Prepare not to be liked by every student

Come prepared to teach

Elaborate their teaching to suit students

Build positive connections with students

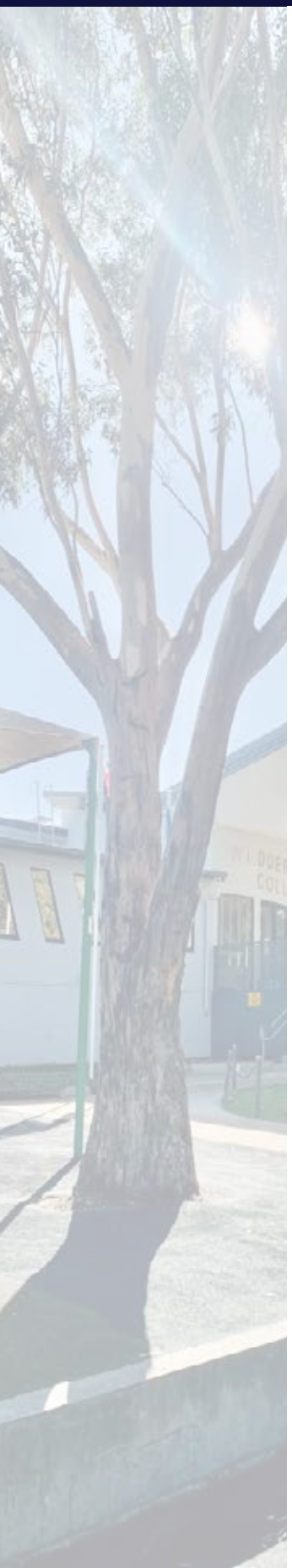
Follow through with consequences

Explain things before asking students to do the required task / do more one on one work with students who don't understand

Not let personal issues or feelings affect their teaching or bring school issues outside of school

Make catch up homework more accessible when students have been away

Decrease the use of technology



Seven Essential Features of Universal Prevention: Tier 1

Pivot Student Voice Survey
In 2020 the SWPBS team plan to administer the Pivot Student Voice Survey, as a way of empowering teachers with the knowledge of how to actively engage with their students' needs in an ongoing way.
The purpose of the survey is to empower teachers to actively engage with their students' needs in an ongoing way. This survey may be used to triangulate with performance and attendance data, for a clearer picture of student engagement. Data from the survey may also assist to understand the impact SWPBS have on student outcomes.

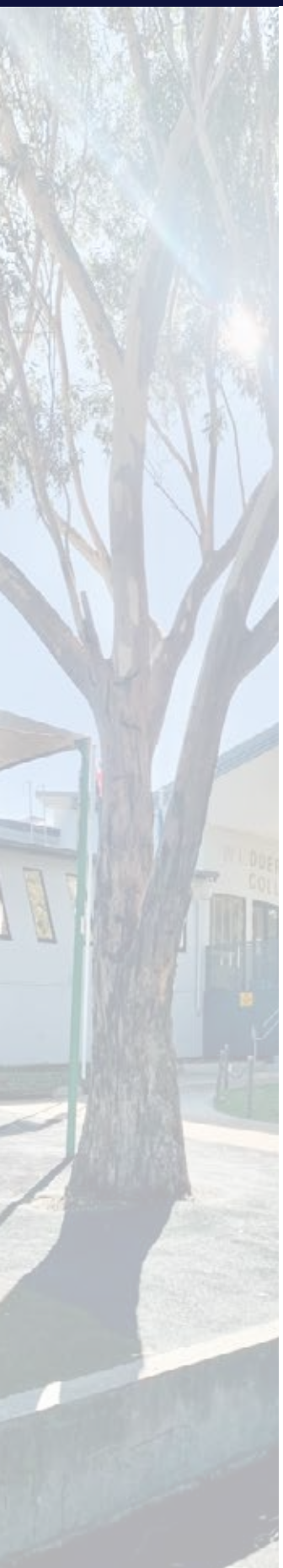
View Appendix F for Student Voice/SRC Policy.

VISION
Wedderburn College's vision is to 'develop positive learners for the world community'.

MISSION
To achieve the vision above, the mission of Wedderburn College is to provide a safe, supportive and challenging learning culture, so that all students are equipped with the values, skills and knowledge they require to become lifelong learners and positive contributing members in the community.

OBJECTIVE
Wedderburn College's objective is to ensure that all students leave our College with a viable post-school pathway where they can pursue their future aspirations with confidence and optimism.

VALUES
Wedderburn College's values are the three R's of Respect, Responsibility and Resilience.
We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.
We accept personal responsibility for our thoughts and actions to build a safe and thriving community of individuals, and we encourage others to do the same.
We strive to build resilience by developing healthy minds and habits that keep us moving forward when we encounter adversity.

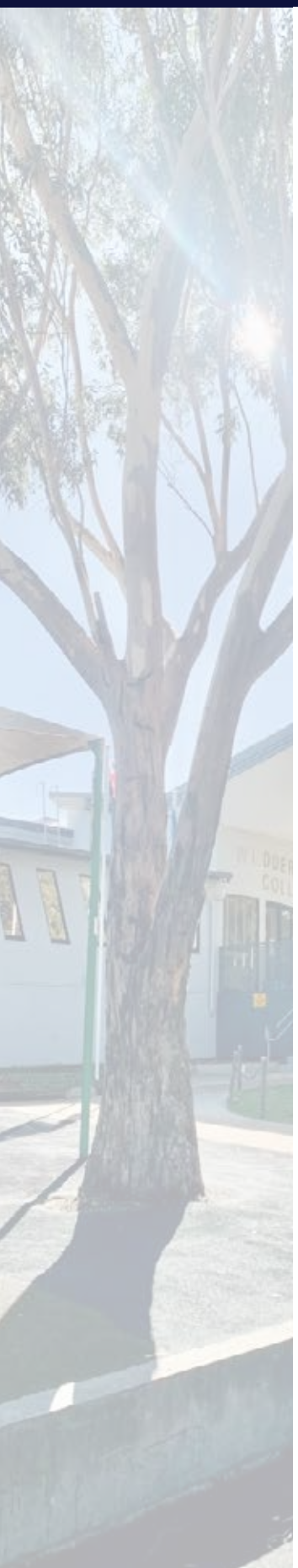


Seven Essential Features of Universal Prevention: Tier 1

Essential Feature 2: Leadership
Involvement, support, and active participation by the Principal in the implementation of SWPBS forms the second essential feature of universal prevention. This involves listing SWPBS as a top school improvement goal, allocating budget and resources in the form of staff meetings, delegating roles and responsibilities, sharing information with staff, providing PD for staff and participation on the SWPBS team.
The SWPBS team will continue to meet weekly in 2022 as we continue on the SWPBS journey. The team will focus on the maintenance of the rewards systems along with well as the teaching of school wide expected behaviours. Development of a scope and sequence, and lesson plans will enable teachers to clearly define behaviours, model these and provide opportunities for practice for students.

2023 Team Profile

NAME	SCHOOL ROLE	SWPBS TEAM ROLE
Dean Lockhart	*Assitant Principal*	*Coordinator & Chair*
Danny Forrest	*Principal*	*Team Member*
Kerry Walker	*Integration Aide*	*Team Member*
Maddison Postle	*Teacher*	*Team Member*
Emma Milne	*Teacher*	*Team Member*
Ben Pettifer	*Teacher*	*Team Member*
Errin Leach	*Administration*	*Team Member & Minute Taker*
Tanya Chalmers	*Teacher*	*Burn Bank Coordinator*
Mark Gretgrix	*Teacher*	*Burn Bank Coordinator*



WEDDERBURN COLLEGE

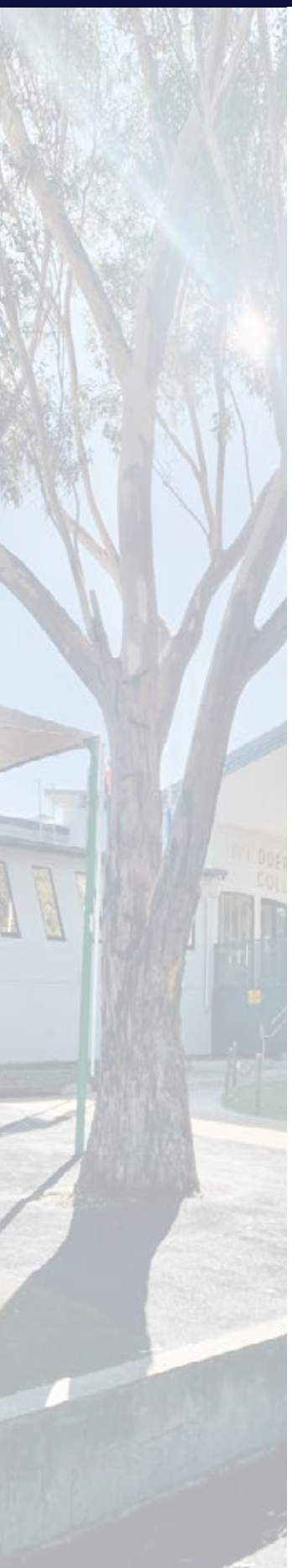
Seven Essential Features of Universal Prevention: Tier 1

2023 Team Responsibilities

Principal / Assistant Principal

Support SWPBS Team members
Guide decision making process
Leadership role in problem solving
Support team meetings
Recognition of team for their work
Communicate with school and community groups
Review data and provide feedback regularly
Ensure innovation is sustained
Make a time commitment

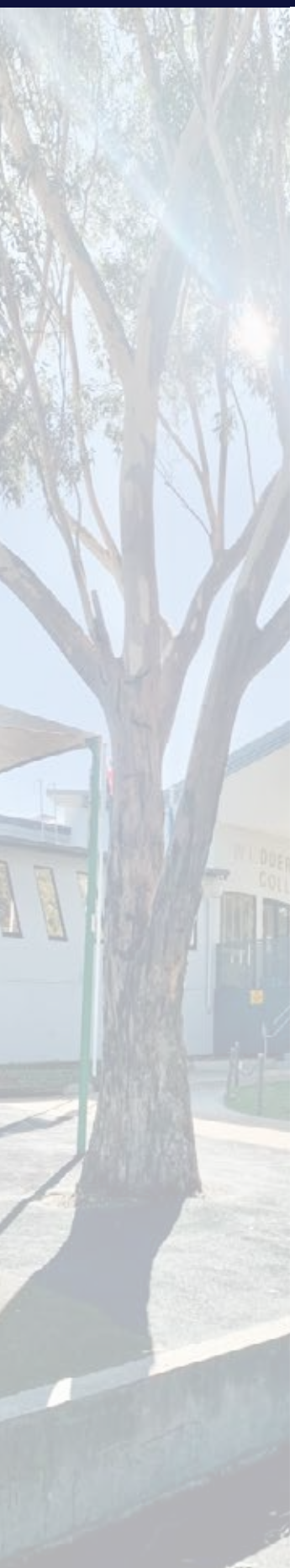
Role	Before meeting	During meeting	After meeting
Team Leader & Chairperson SWPBS Coordinator	> Liaise with external/internal coach > Liaise with team to develop meeting agenda > Send agenda to team members > Liaise with team leader > Review meeting minutes > Preview agenda	> Facilitate meetings > Prompts on process > Encourages > Celebrates > Provides resources and updates > Facilitate assessments > Facilitate training where applicable	> Follow-up on assigned tasks > Seek input from staff and other committees > Feedback to team leader > Liaise with SWPBS Coach
Secretary and Communication Officer	> Notify/remind team members of meeting time & location > Collect & compile staff feedback / input.	> Keep minutes > Share compiled staff feedback / input	> Distribute minutes to team members > Provide updates to staff > Coordinate written communication between team, staff and parents (email, newsletters). > Maintain staff SWPBS information board



Seven Essential Features of Universal Prevention: Tier 1

2023 Team Responsibilities continued.

Data Manager	> Prepare summary of ODR data > Organise & print Big 5 ODR report	> Present update on standard data > Lead data discussion	> Share data highlights with staff > Collect any other necessary
Time Keeper	> Confirm time slots on the agenda	> Maintain time parameters > Use established signal to keep team on task	
All members	> Review meeting minutes > Previous agenda > Bring completed class materials	> Follow meeting norms > Provide input	> Complete assigned tasks

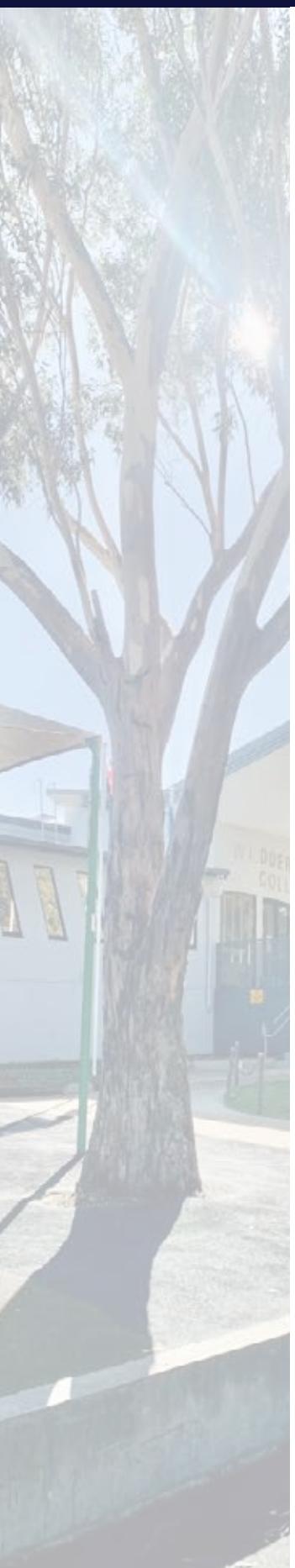


Agenda Template:

SWPBS Committee Agenda & Minutes			1 Mar. 2023
Date	1 March 2023		
Meeting opened	2:35pm		
Meeting closed	3:25pm		
Attendees	Dean Lockhart (Chair), Kerry Walker, Errin Leach.		
Apologies			
Minute Taker	Errin Leach		
Item	Minutes	Time	Action (Who)
1.			
2.			
3.			
4.			
5.			

Meeting Times

The SWPBS Team is expected to meet fortnightly during the planning year as per the College meeting schedule. There is also a minimum of two after school meetings dedicated to SWPBS, delivered by our SWPBS team, termly.



Seven Essential Features of Universal Prevention: Tier 1

Essential Feature 3: Clarifying Expected Behaviours

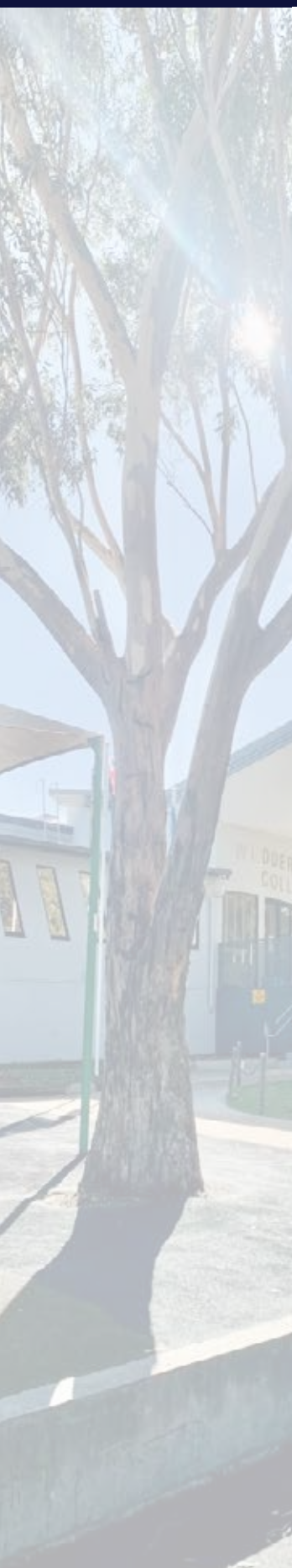
The third essential feature of universal prevention is defining a set of expected behaviours. Expectations must represent all areas of the school so that it is clear for staff and students' what behaviours should be displayed. Behaviour statements should be observable, measurable, positively stated, understandable and always applicable and staff should be given the opportunity to influence and select the behaviours. Expected behaviours should be presented in a matrix form and visible around the school.
The Matrix captures the shared expectations about positive behaviour of our staff and students. We use this matrix to teach our three expectations:

> Respect
> Responsibility
> Resilience

Our school community outlined 3 areas where these expectations are taught:

> Always, in all areas
> Inside
> Outside

This is a living document and will be reviewed as required.
Teachers are required to use the language of the matrix expectations in all teaching and correction. For example, when a student is running in the corridors, we would not say 'don't run'. Instead, we would say, 'to be responsible, we walk when we are in the corridor'.
Appendices A and B are the two versions of the expected behaviour matrix. A second, visual matrix was developed for students with lower language skills such as the younger students or students with additional needs.



Seven Essential Features of Universal Prevention: Tier 1

Essential Feature 4: Teaching Expected Behaviours

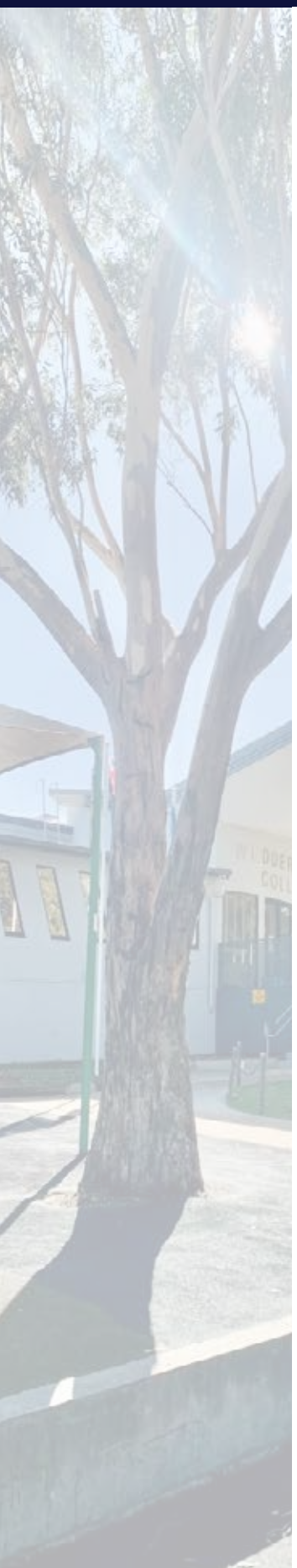
Behaviour skills should be treated like academic skills, and lessons should be designed for school wide expected behaviours to be taught. When students have difficulty displaying the schoolwide expectations, then the student should be coached and taught the behaviour rather than being punished or receiving a negative consequence for it. Teaching expected behaviours involves teachers defining and stating the specific skill and in the context it would be used, showing and modelling the behaviours and supporting students to practice the behaviours while giving feedback and providing reteach where necessary.
Each week there will be a focus on one or two behaviours each week. These will be outlined in the Monday briefing and are to be taught specifically throughout the week.
Teaching of expected behaviours can be supported through the use of Y-charts. There is a Y-chart for each of the behaviours which is stored on the SWPBS team drive. See Appendix E for a Y-chart example.

How long should it take to teach the behaviour in the matrix?
- Lessons will need to be taught frequently in the beginning and reinforced continually throughout the school year during Huddle.
- Teach lessons repeatedly through the first two to three week of school

How long should the lesson be?
- Keep the short, 10-15 minutes per lesson.

How do you 'teach' behaviour expectations?
- Show, model, demonstrate and role-play the way you want kids to behave in relation to the expectation being taught
- Have student get up and practice exactly what you demonstrated for them.
- Give students feedback until students learn the behaviours.
- Team up with a colleague to plan and teach lessons.

Where should I teach the lessons?
- Teach the behavioural expectations in the area it is expected (e.g. Yard, locker room, hallway, classroom, etc…)



Seven Essential Features of Universal Prevention: Tier 1

Essential Feature 4: Teaching Expected Behaviours cont.

How is this different from teaching classroom rules?

- Our school-wide expectations should be similar to our classroom rules, but it is important to teach the consistent school-wide expectations. We are teaching the students the importance of these values within our school community.

How do I reinforce our School-wide Expectations?

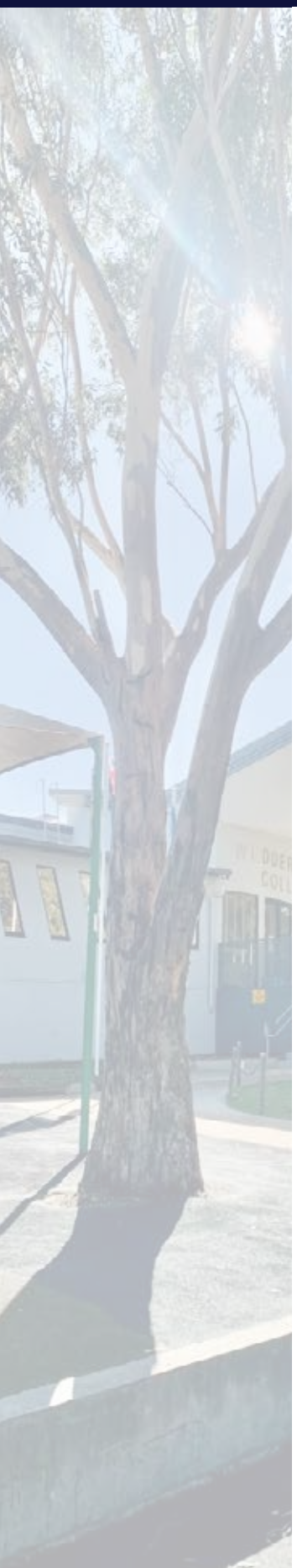
- Continue to remind and give positive feedback to students following the expectations throughout the year
- If consistent problems develop in a specific area, time of day, or specific re-teach the expectations in that setting.
- When a new student joins your class, re-teach the expectations to the whole group.

Sample Teaching Strategies/Lesson Plan Ideas:

- Classroom discussions
- Brainstorm a list of action that show each expectation
- Have students talk about a person or character from a book that uses one of the expectations
- Role play both appropriate and inappropriate (recommended that the Teacher role play the inappropriate behaviour) behaviours in relation to the expectations
- Create posters that demonstrate the expectations
- Encourage students to create teaching videos for appropriate behaviours
- TEACH and PRACTICE procedures

Creating Successful Classrooms – Appendix D

Implementation of SWPBS includes a key emphasis on creating a positive climate for learning through developing strong staff-student relationships. The importance of sharing conversations with students where the staff member highlights positive things that the student is doing and discusses these, help to achieve a positive environment. The Creating Successful Classrooms document (Appendix D) suggests additional ways that staff can achieve this, as well as strategies for teaching expected behaviours.



Seven Essential Features of Universal Prevention: Tier 1

Peer & Self Observation - SWPBS Focus

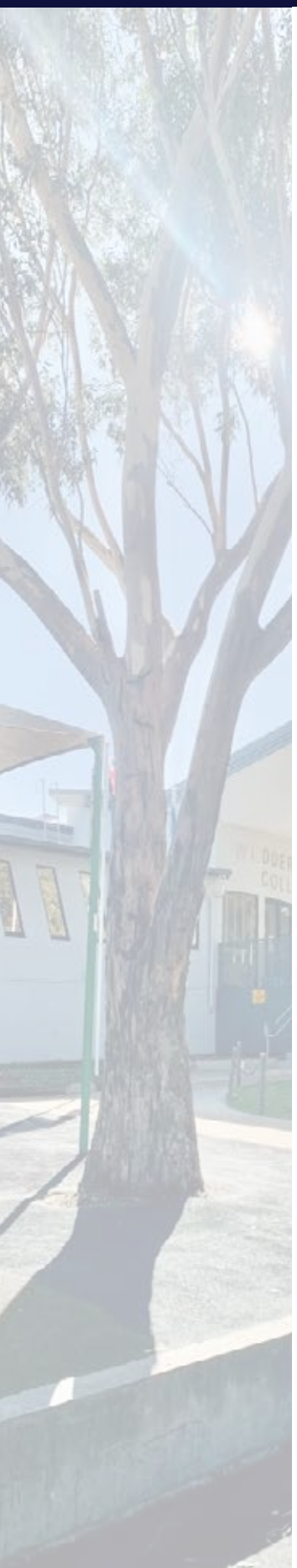
Self Observation – Through the use of the SWIVL, teachers and education support staff can self-observe their own teaching practice.

Peer Observation - is about teachers observing each other's practice and learning from one another. It aims to support the sharing of best practice and build awareness about the impact of your own teaching.

Effective peer observation (including feedback and reflection):
- focuses on teachers' individual needs and gives an opportunity to learn from, and give feedback to peers
- is a core component of creating a professional community and building collective efficacy
- can help teachers continue to improve their practice in ways that better promote student learning
- is a developmental learning opportunity.
-

Through SWPBS Peer and Self Observation we focus on four areas:
- 4 to 1 positive to corrective ratio
- Reference to Expected Behaviour Matrix
- Targeted 6 to 1
- Responding to Inappropriate Behaviours
-

See Appendix H for above four criteria sheets.



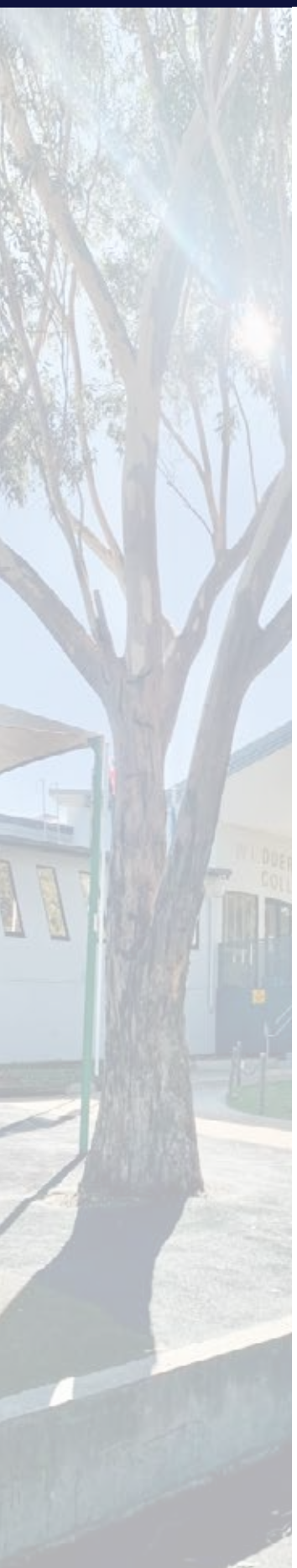
Upstander

While it can be hard to see someone being bullied in person or online, it's even harder to be the person being bullied.
We can all do something helpful. We can all be upstanders.

An Upstander is a person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being bullied.
Or
An Upstander is someone who takes action against bullying behaviour. When an Upstander sees someone being bullied, they do something about it. They help to stop the bullying from happening, or they support the person who's being bullied.

How to be an Upstander

Be a friend to the person being bullied
Let the person being bullied know that you're there for them. Let them know that you've noticed the bullying and you've got their back whenever they need it.
Shift the focus
Try to interrupt the bullying - ask the person who is being bullied for their help with something, like an assignment, or invite them to sit with you.
If you're friends with the person doing the bullying, try to divert their attention from the person they're bullying. Try asking if they can help you out with a problem.
Leave the situation, and then act
Sometimes it's best to walk away and think about what you can do to help - especially if you feel unsafe. The bullying will probably last longer if there's an audience, even if no one else is joining in directly.



How to be an Upstander cont.

Call the person out

Speaking up while the bullying is happening can be scary, but it can make a big difference. If you feel safe, step in and call the person out on their bullying behaviour. Be direct, calm and confident, and let them know that their behaviour isn't okay. Try not to call them a bully but tell them that what they are saying and doing isn't okay.

It can help to have some backup, so chat to a close friend beforehand and try to get their support.

Ask for help

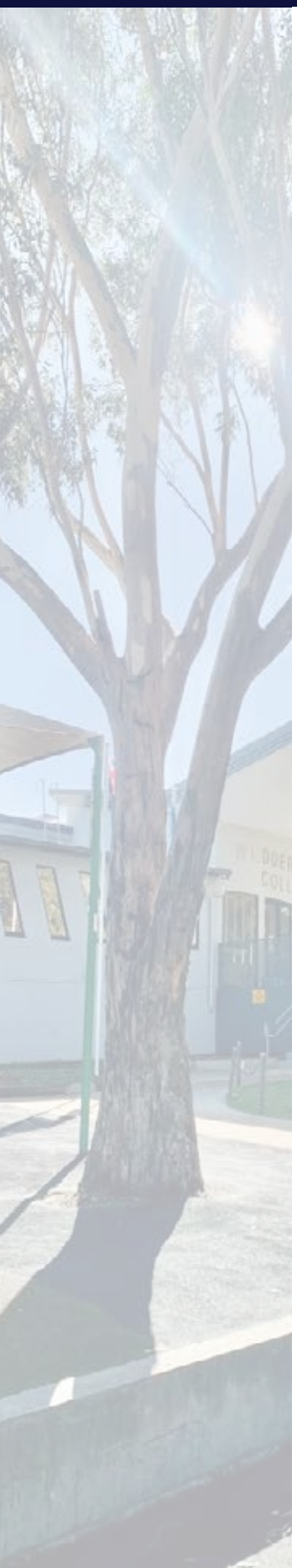
Support the person who is being bullied to ask for help. Offer to go with them to ask for help, or point them towards some useful info. If the bullying is happening online, you can help them to block and report the person who is bullying them or help them to find out how to do this.

It might be time to take things further if the bullying is getting out of hand and you're worried about the person's safety. You may need to report the bullying to a trusted adult such as a teacher, school counsellor or parent.

If you see bullying happening online, you can:

The same rule applies online. Sharing or 'liking' bullying posts can make things worse for the person being bullied. Instead, remove yourself from the situation and say something to the person who's doing the bullying later on. You can do this via a message if speaking face-to-face isn't your thing.

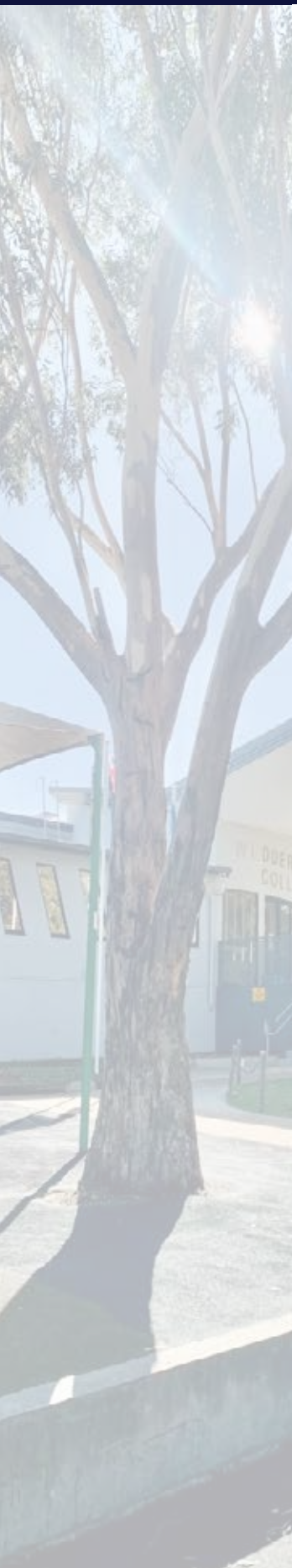
See Appendix E for Upstander Matrix



Essential Feature 5: Acknowledging Expected Behaviours

This feature focuses on implementation of a continuum or procedures for acknowledging expected behaviours. There is emphasis on paying attention to the desired behaviour, in order for students to display it. It is important to provide adult contingent and non-contingent attention, specific positive feedback and tangible reinforcers. SWPBS encourages schools to pull all of these strategies together to create and document a comprehensive schoolwide system to encourage expected behaviour. Acknowledging expected behaviours in the recommended method involves positive and explicit feedback where the staff member specifically describes the behaviour. A ratio of four positives to one correction or redirection is desired (4:1).

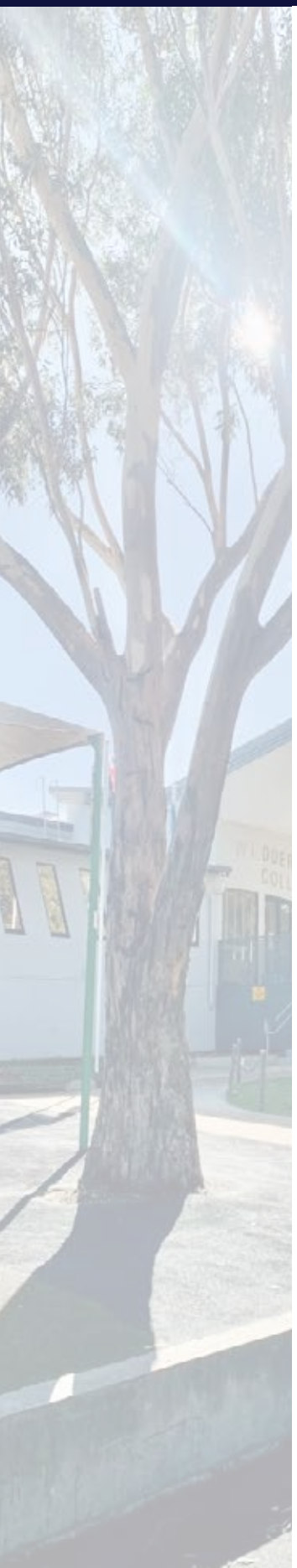
Intangible Rewards
One of the outcomes schools seek when deciding to implement schoolwide positive behaviour support is improvement of the school climate or environment. Encouraging expected behaviour is crucial to help students learn the desired expectations and shift the focus from addressing misbehaviour to responding with specific positive feedback for expected social behaviour. Teacher and staff attention have a powerful influence on the behaviour of individuals and small and whole groups of students. Adult attention helps create a positive and safe learning environment. All staff members help set the tone or mood of the school through relationships with students and families and frequently recognizing students' efforts to meet academic and behavioural goals.



Essential Feature 5: Acknowledging Expected Behaviours

Intangible Rewards Cont.

PREFERRED ADULT BEHAVIORS Related to teacher attention is the student-teacher relationship and preferred adult behaviours. There is a growing body of research that indicates academic achievement and students' behaviour are both influenced by the quality of teacher-student relationship (Jones & Jones, 1998 and Algozzine, Wang, & Violette, 2011). When students are asked what makes a teacher special and worthy of respect, students consistently cite three characteristics: firmness, compassion, and an interesting, engaging, and challenging teaching style (Noguera, 1995). Given these relationships, teachers and staff need to learn simple behaviours that will positively impact relationships. Adult behaviours that build relationship include: 1) communicating privately, in close proximity with the student, 2) listening, 3) eye contact, 4) pleasant voice tone, 5) smiles, 6) appropriate professional touch and 7) use of students' names. These behaviours express warmth, care and concern for students while also communicating respect. They increase student affect (the likelihood that they will say they like school or their teacher), compliance (the likelihood that they will do as asked) and also enhance learning. Not only do these adult behaviours impact relationships, but they also set the stage for effectively interacting with students and delivering genuine feedback. Wong & Wong (2005) describes these teachers as "intentionally inviting." Their professional attitude depicts their view of students as able, valuable, and responsible.



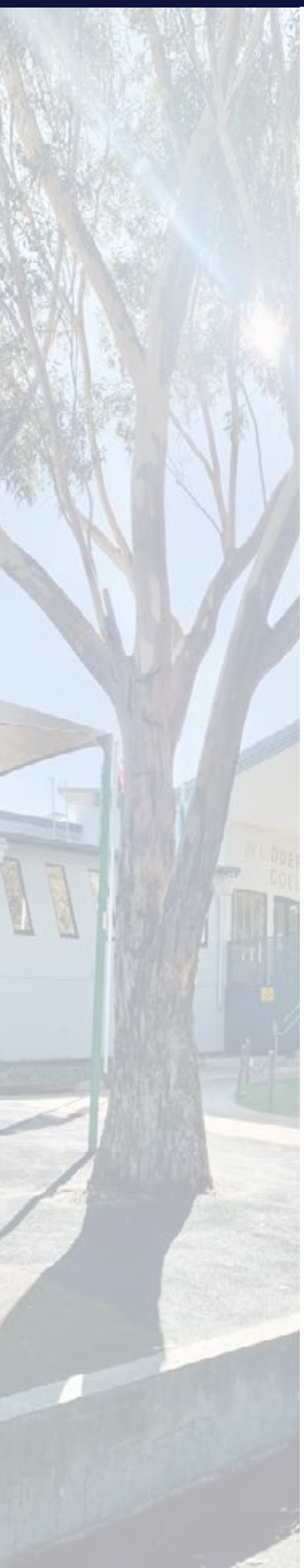
Essential Feature 5: Acknowledging Expected Behaviours

Tangible Rewards

1. Green Chronicles – (5 Burn Bucks)For every Positive Expected Behaviour Chronicle that a student receives, they will receive 5 Burn Bucks.

2. Burn Buck (10 Burn Bucks) – A burn buck is blue; plastic and coin like in nature that can be awarded for one off expected behaviour from our matrix. As with the GOTCHA card, when issuing the burn buck, you must state the value and then the expected behaviour, give verbal praise and recognition and then issue the burn buck. For example, 'Great job in being resilient (value) for continuing to keep trying (expected behaviour) to achieve your goal, well done here is your burn buck.'

3. GOTCHA Cards (15 Burn Bucks) – Each school value has its own GOTCHA card, gold for Resilience, blue for Responsibility and burgundy for Respectful. GOTCHA cards are issued to students when repeated expected behaviour from the matrix is achievement. When issuing a GOTCHA card, you must state the value and then the achieved expected behaviour, give verbal praise and recognition, then issue the card. For example, 'Thank-you for being responsible (value) for following directions of the teacher (expected behaviour), excellent work and here is you GOTCHA card, great job! Each GOTCHA card is worth 15 burn bucks and can be banked at the Burn' Bank where students can choose to save or spend their burn bucks on prizes or gifts.



Essential Feature 5: Acknowledging Expected Behaviours

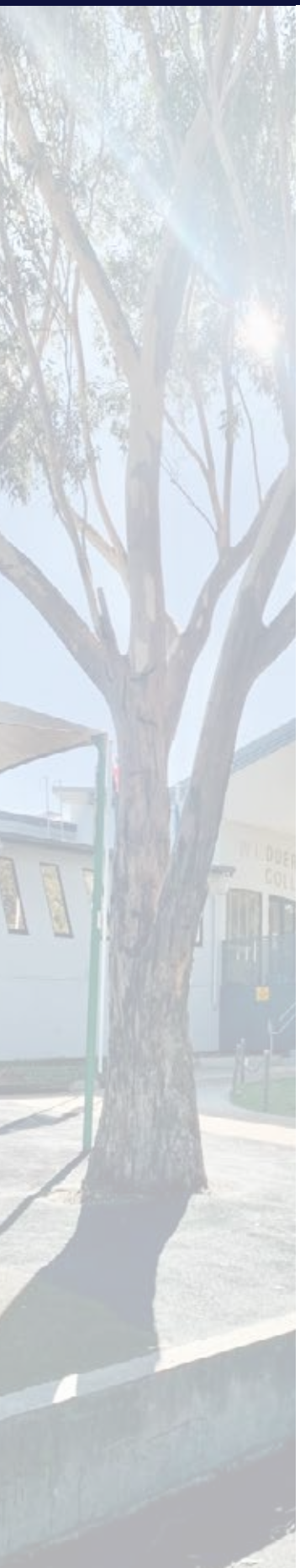
Tangible Rewards cont.

4. Upstander Card (30 Burn Bucks) – The Upstander card is issues to students when students display characteristics of an Upstander such as speaking or acting in support of an individual or cause. As when delivering the GOTCHA Cards, teachers must state the card given and how the student achieved this.
For example, *"Thank you for being an Upstander by speaking in defence of Dean." OR "Thank you for showing your support of Dean; you have displayed our expected behaviour of being an Upstander, excellent work."*

Burn Bank – is where students can bank their burn bucks (GOTCHA cards and burn buck). Students can either spend or save their burn bucks for gifts and prizes that the burn bank has on offer as well as using them for special SWPBS days, such as a SWPBS BBQ.

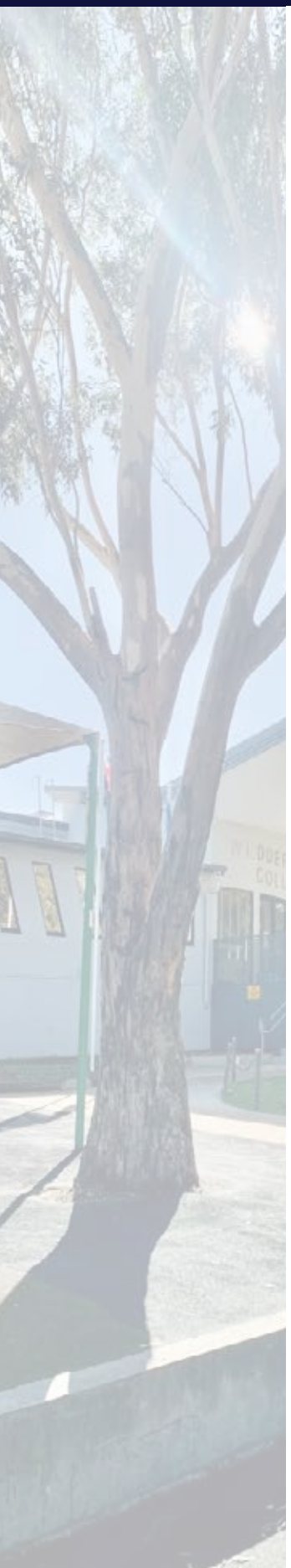
The class SRC representatives records burn buck totals and delivers blue tokens and recorded totals to Burn Bank Coordinator.

See appendix G for Student Reinforcement Matrix



Essential Feature 6: Responding to Inappropriate Behaviour

To achieve a consistent approach for responding to inappropriate behaviour schools must implement a continuum of procedures for such circumstances. This involves defining minor and major behaviours. Minor behaviours are staff managed using natural or logical consequences, that a designed to teach a new behaviour and occur immediately using a calm and consistent approach. Major behaviours are those that are leadership managed following a referral. In the instance of major behaviour, behaviour support plans and safety plans should be followed.
Even with the most consistent implementation of school wide practices some students will still make social behavioural learning errors. Not all student misbehaviour requires elaborate response strategies. Sometimes students will respond quickly to a teacher action to minimize the behaviour before it gets out of hand and requires more extensive intervention. Certain behaviours surface spontaneously during a lesson or activity and are minimally disruptive. Teachers have a number of tried and true strategies that have been proven effective across time (Dhaem, 2012; Long & Newman, 1980; Maag, 2001; Van Acker, 1993). The advantage of these strategies is that they are unobtrusive and can be carried out quickly during the instructional activity. It should be pointed out that all responses to misbehaviour will work best when, after pausing for the student to demonstrate the desired behaviour, teachers remember to provide encouraging feedback to them for doing so.

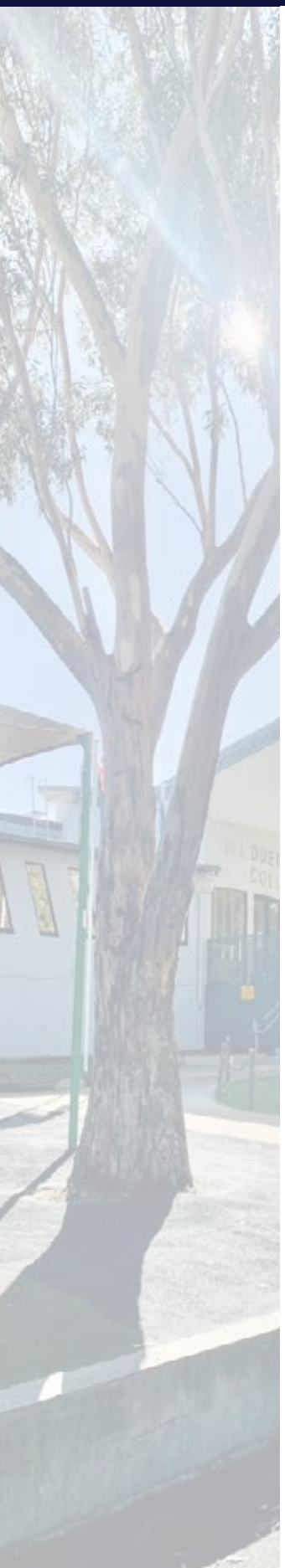


Essential Feature 6: Responding to Inappropriate Behaviour

Following their behaviour change with this specific positive feedback serves to strengthen the likelihood students will use the desired behaviour again. While there are many strategies for providing corrective consequences for misbehaviour, a list of indirect and direct instructionally-based strategies are suggested. Indirect strategies are actions to minimize the misbehaviour before it gets out of hand and requires more extensive intervention. Indirect strategies are unobtrusive and carried out quickly during instruction. Direct correction strategies are suggested for inappropriate behaviours that continue or do not change after indirect strategies have been used. When implementing these direct strategies, interact with students using the language from the matrix. Interact privately and match your response with the frequency and severity of the behaviour. It is also important to increase teaching opportunities and praise students' efforts to follow the established rules. A range of indirect and direct strategies form a continuum of strategies for staff to use to discourage inappropriate behaviour.

Appendices C & D: Responding to Inappropriate Behaviours and Creating Successful Classrooms

Appendix C details a summary of minor and major behaviours and an overview of the steps involved in responding to inappropriate behaviours. Appendix D, Creating Successful Classrooms provides an in-depth explanation of the steps that staff take when responding to minor behaviours. This includes strategies for staff to use to de-escalate students and support them to display the behaviour expectations. Guiding students to correct their behaviour creates the sense of success and increased self-efficacy in them and translates to more time to focus on the learning that teacher is supporting.



Essential Feature 7: Ongoing Monitoring

This feature involves implementation of procedures for record keeping and decision-making and ongoing monitoring. In the same way that schools use academic data to make decisions aimed at improving academic outcomes, student behavioural data should be used to inform decisions aimed at improving behavioural outcomes. Data should be reviewed monthly and used to inform the team problem solving process.

Compass – Student Incident Data
All major and minor behaviours are to be recorded on compass.

Every five weeks the SWPBS team considers the following five questions to identify current behaviour issues, which informs team problem solving processes and actions. These five questions address the Big 5 from the Data Decision Guide.

1. How frequently are problem behaviours occurring?
2. What is the most frequent problem behaviour?
3. Where are problem behaviours most frequently occurring?
4. When are problem behaviours most frequently occurring?
5. Who are the students most frequently engaged in problem behaviours?

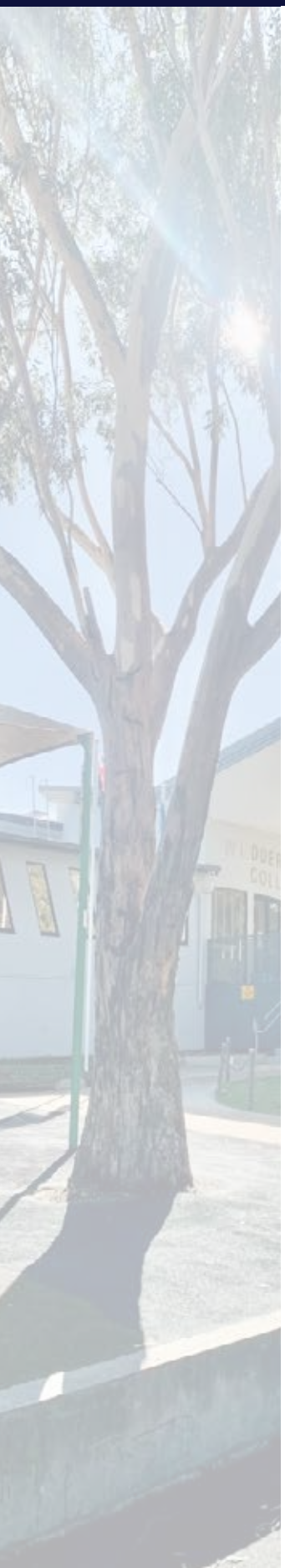
Ensuring that all minor and major behaviour occurrences are recorded is imperative in ensuring that work of the SWPBS team is effective and addressing the most significant student needs.

Fidelity Data TFI – the following assessments measure the progress schools are making towards achieving fidelity with SWPBS implementation

1. TFI (Tiered Fidelity Inventory) – once a term
2. SAS (Self-Assessment Survey) – once a term
3. Walk Through Tool – one a term

See Appendix F

https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/swpbs.aspx
https://www.pbis.org/topics/school-wide
https://pbismissouri.org/wp-content/uploads/2018/08/Tier-1-2018_Ch.-5.pdf
Martinez, S., Kern, L., Hershfeldt, P., George, H. P., White, A., Flannery, B., Freeman, J. (September, 2019). High School PBIS Implementation: Student Voice. Eugene, OR: OSEP TA Center on PBIS, University of Oregon. Retrieved from www.pbis.org.



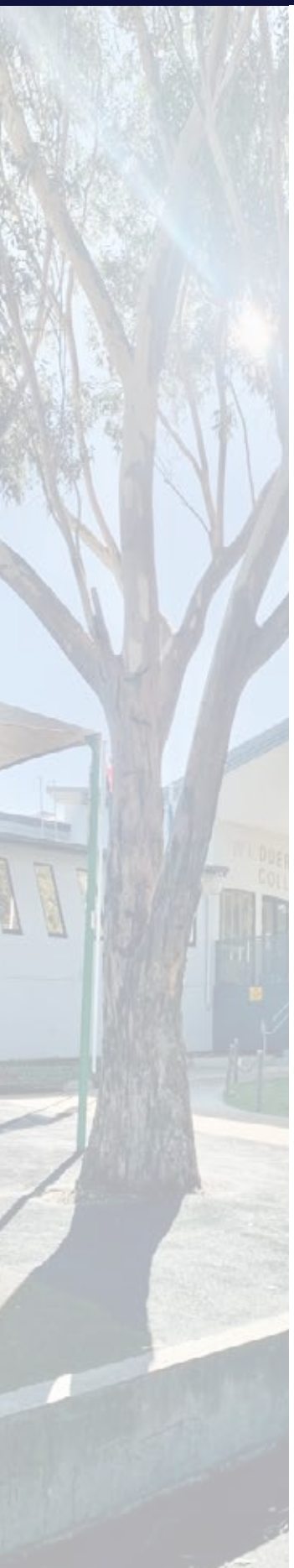
Rationale

Every child has a right to be acknowledged and supported to achieve their full potential. The goal of School Wide Positive Behaviour Support (SWPBS) is to create and maintain a positive and safe learning environment that enhances school culture and promotes individual academic and social growth.

School Wide Positive Behaviour Support (SWPBS) is a broad range of systemic and individualised strategies for achieving important social and learning outcomes in schools while preventing problem behaviour.

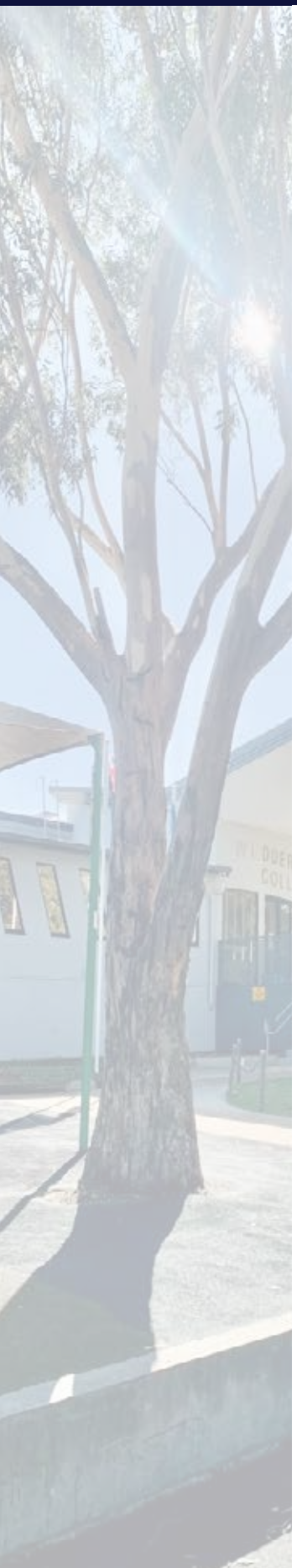
SYSTEM PROCEDURES

The following seeks to provide clarity, predictable and consistency with regards to all systems in place at Wedderburn College. The systems are intended to be consistent with the SWPBS framework and as such remain malleable so that they can be altered to respond to changes in the school.



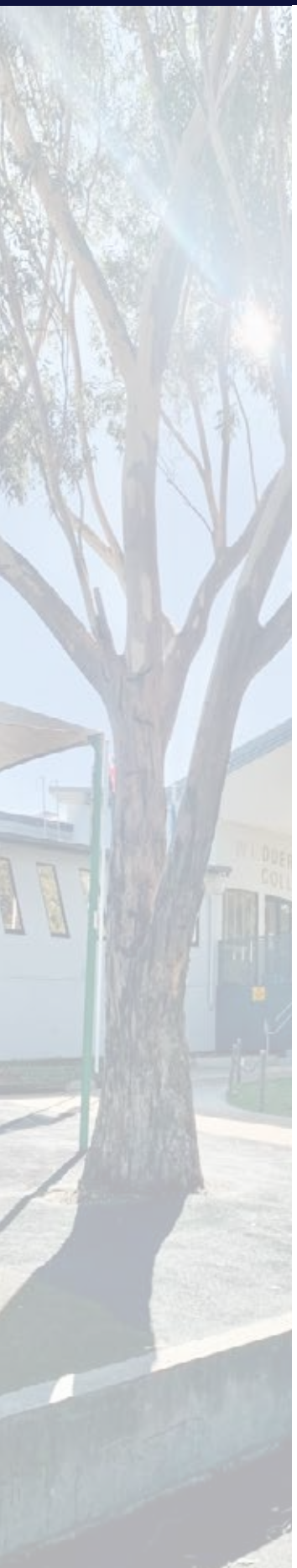
System: Entering and exiting the classroom

Why	• To create a predictable, orderly and safe access and exit of classrooms
When	• At the beginning and end of all classes • After excursions/incursions • During classes
Where	• Classrooms/library/KLC
What / How	• Arrive on time ready to learn • Line up quickly & quietly outside the classroom • Enter the classroom patiently & calmly through the main doors. • Exit classroom in an orderly manner • Leave the environment tidy/put rubbish in the bin • Place chairs on tables if you are the last to use the room for the day (Mon-Thurs). Leave chairs tucked in on a Friday
Further actions	• Re-evaluate the procedure each year



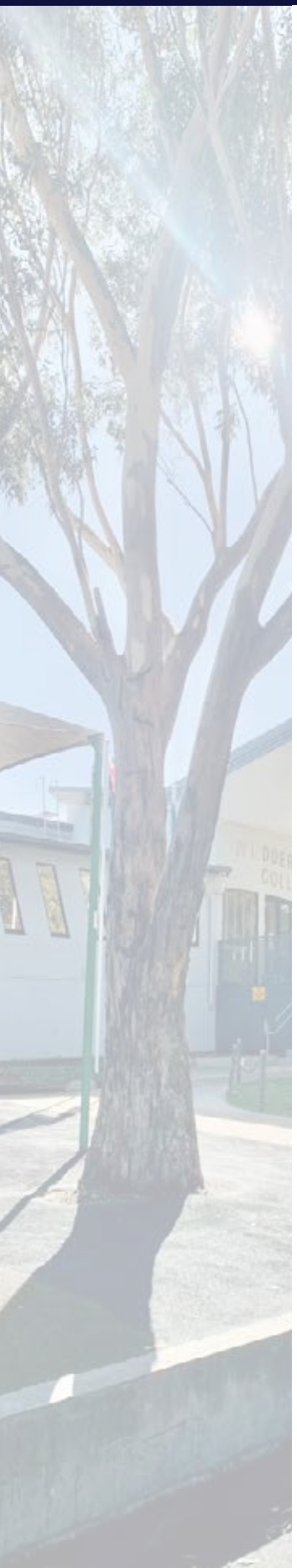
System: Excursions

Why	• To demonstrate a positive relationship with the wider community. • To ensure the safety of all students and staff - in and out of the school grounds, all students are accounted for. To ensure consistent school wide approach with clear roles and expectations for all students, staff, and guardians.
When	• Excursions - depart and arrive • Excursions – onsite at location
Where	• The bus stop or designated waiting area • Bus parking zone • Offsite excursion location
What / How	<u>Prior to excursion</u> • Event documentation completed and approved via Compass 3 weeks prior to the event • Relevant assessments completed and approved – risk register and excursion documentation • Ensure bus/transport arrangements are confirmed • Student medicals checked and guardian consent obtained by the deadline • First-aid organised and arranged • Rolls marked on Compass • Ensure appropriate clothing/footwear is worn by students, staff, and volunteers. <u>While on excursions</u> • Ensure adequate supervision is always provided • Students expected to follow the outlined behaviour expectations • Ensure that all students are accounted for prior to departure. <u>Arrival at School following Excursions</u> • Students to exit the bus in a calm, polite and orderly manner • Students to access the school grounds via the gate at the bus shelter on Hospital St • Walk calmly and meet at the agreed area when instructed • If arrival is prior to end of day/session, walk calmly and wait at the agreed area. Staff to supervise until dismissed at 3.25pm or return to scheduled classes • If arrival after school hours staff to wait until all students have been collected. Keep leadership and front office updated with the expected arrival time. Office to communicate this with guardians.
Further actions	• Follow up with the bus company and VicRoads to ensure the bus is able to park in the safest location. • Re-evaluate the procedure each year



System: Bus

Why	• To create orderly access onto the bus - students should access the bus in a calm and polite manner • To demonstrate a positive relationship with the bus drivers and the wider community • To ensure the safety of all students - in and out of the school grounds.
When	• Excursions - depart and arrive • Home-School arrivals • School-Home departures
Where	• The bus stop and waiting area- Hospital Street • Access/Exit via the bus shelter adjacent to Hospital Street • Bus parking zone
What / How	<u>Departure from school</u> • Meet at the agreed location when instructed (bus shelter) • Be present at agreed time before departure of excursions • Assigned staff or bus captains to ensure student remain seated until instructed to board the bus or clear the bus shelter • If applicable, follow the bus seating plan • Students to access the bus in a calm, polite and orderly manner • Staff and bus captains to cross check numbers allowed with the bus driver. • Staff or bus captains are to ensure all students are seated and all seats are taken. Seatbelts fastened if accessible. • All primary school students are seated in the bus groups, on bus shelter seating <u>Arrival at School (including Excursions)</u> • Bus to park with passenger door in line with the bus stop gate. • Students to exit the bus in a calm, polite and orderly manner. • Students to access the school grounds via the gate at the bus shelter on Hospital St • Walk calmly and meet at the agreed area when instructed. Excursions: • If arrival is prior to end of day/session, walk calmly and wait at the agreed area until dismissed by staff member.
Further actions	• Follow up with the bus company and VicRoads to ensure the bus is able to park in the safest location. • Re-evaluate the procedure each year

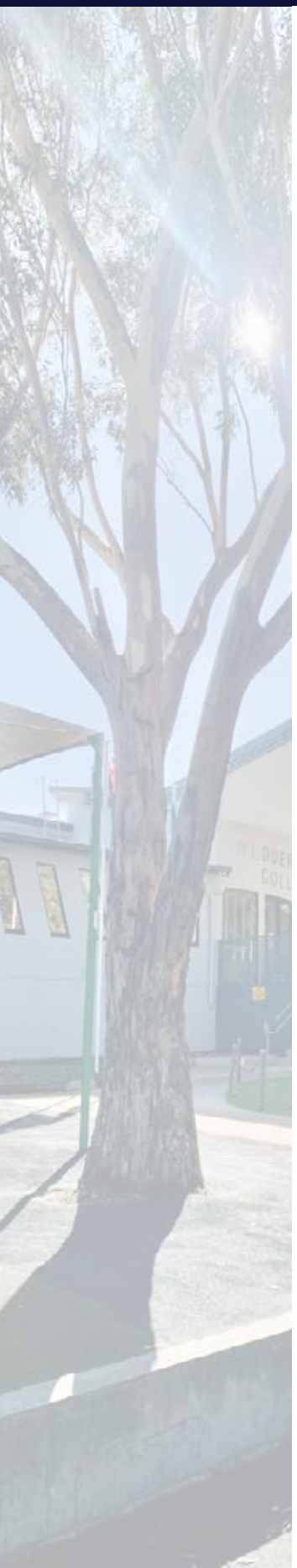


System: Accessing the Office, including Sick Bay/First Aid

Why	• To aid an orderly office environment for office staff. • To ensure a consistent school wide approach with clear roles and expectations for all staff and students. • To reduce class disruptions. • To avoid unnecessary office interruptions.
When	• Accessing the office for administrative or first aid requirements.
Where	• Office

What / How	• Students should only be accessing the office at the beginning of the day or during break times
	• Students can access the office during class with a teacher note in their diary or a phone call to the office, this includes:
	  ○ first aid
	  ○ other administrative tasks required by the staff member for the class.
	• Follow the moving around school and entering/exiting procedure
	• Establish appropriate voice level for the task
	• Be respectful and follow direction of office staff.
	
	First Aid:
	• Contact parent or guardian if deemed necessary to go home or seek further medical advice
	• If student cannot be picked up, they will remain supervised in the first aid room
	• If emergency contact is able to pick up their students, they will need to sign out at the office

Further actions	• Continue to reinforce with students about necessary office visits and appropriate behaviour in the office space.

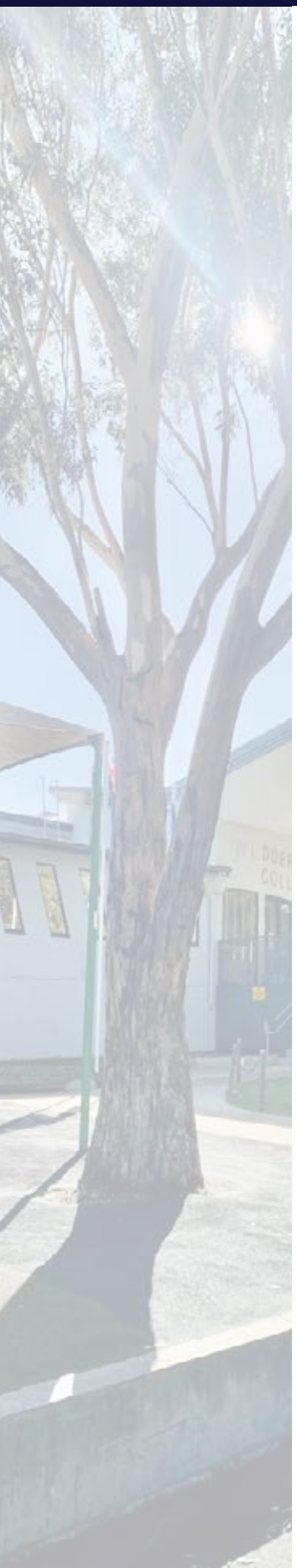


System: Accessing the Office- Early Departure

Why	• To maintain a smooth transition when in the office space for early departure • To ensure a consistent school wide approach with clear roles and expectations for all staff and students • To reduce class disruptions. • To avoid unnecessary office interruptions.
When	• Accessing the office when departing early
Where	• Office
What / How	• Students should present to the Front Office • Students should explain reason for departure (a note, email or phone call from parent should be presented) • Unless previously arranged, guardians need to sign their student out • Students should wait for the administration staff or guardian to sign them out • Move calmly and quietly • Be respectful and follow direction of office staff.
Further actions	• Continue to reinforce with students about necessary office visits and appropriate behaviour in the office space.

System: Accessing the Office- Late Arrival

Why	• To create an orderly office environment for office staff. • To ensure a consistent school wide approach with clear roles and expectations for all staff and students. • To reduce class disruptions. • To avoid unnecessary office interruptions.
When	• Accessing the office when arriving late
Where	• Office
What / How	• Students should present to the sign in/sign out at the front office • Students should wait for the administration staff to enter late arrival on compass • Move to timetabled classroom • Establish appropriate voice level for the task
Further actions	• Continue to reinforce with students about necessary office visits and appropriate behaviour in the office space.

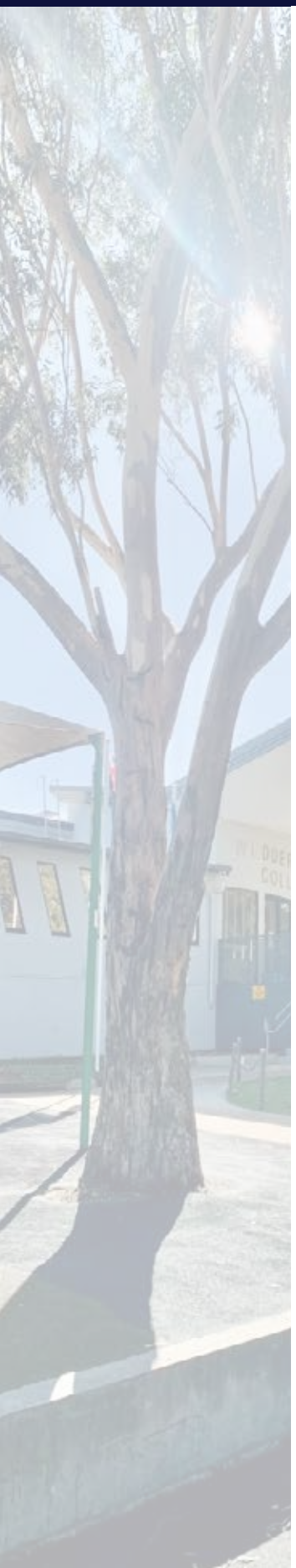


System: Using the bathroom

Why	• Expectations for both in class and break times • Student safety • Student responsibility • Appropriate use of toilet facilities
When	• Students leave the classroom for toilet breaks • Using toilets during break times • Using toilets on excursions
Where	• Student Toilets • Excursion Toilets

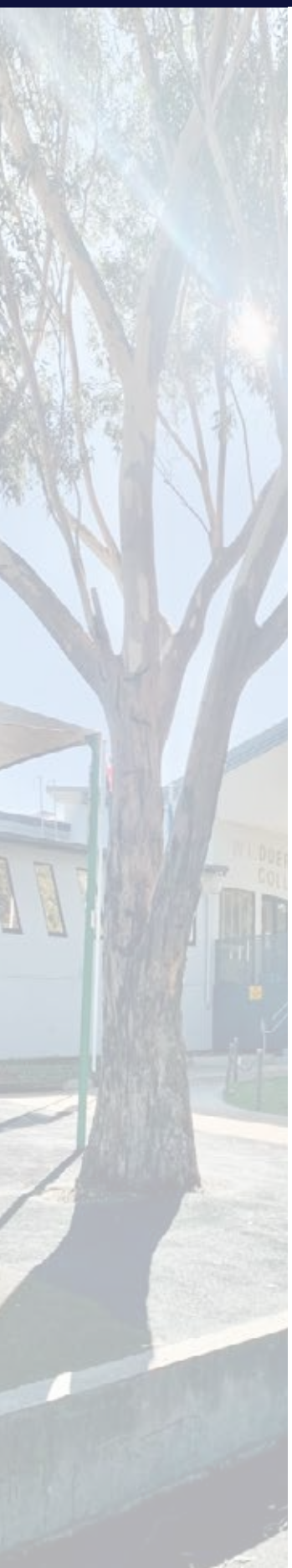
What / How	• Class Time
	  ○ Seek permission from teacher and diary signature
	  ○ One student at a time to use bathroom
	  ○ Time limit expectation
	  ○ Limit toilet visits during learning time
	  ○ Move between toilet and classroom in a quick, quiet and calm manner.
	• Breaks
	  ○ Toilets are to be used for bathroom purposes only
	  ○ Enter and leave from exterior doors
	  ○ Leave toilets in clean condition.
	• Excursion
	  ○ Seek permission from staff
	  ○ Make sure that you have a partner
	  ○ Avoid engaging with members of the community
	  ○ Return immediately to your supervising teacher.
	• AT ALL TIMES USE THE TOILETS WITH RESPECT AND CARE

Further actions	• Consider some kind of record for data collection



System: Whole College Assembly

Why	• Community Spirit/Culture (supports uniform/unity) • To create an orderly community environment – students should enter, exit and participate in the assembly area ready to listen and participate • To ensure there is a consistent school-wide approach with clear roles and expectations for all staff and students.
When	• During whole school assemblies, special event assemblies and impromptu whole school addresses.
Where	• Main assembly points which include but not limited to the KLC, Library Courtyard, oval and any predetermined or special event area. This could include offsite evacuation.
What / How	• On arrival at designated assembly area students will enter the space quietly and enact the assembly protocol with regard to seating, paying attention, listening participating and leaving the space. • Presenters at whole school assemblies will follow the assembly running sheet. <u>Assembly Protocol</u> • Seating is as follows with a clear aisle between each community. Students in each class to make 2 lines. • Students to come to attention by responding to hand up signals from Student presenters and/or staff. • Student to listen for their turn to leave the assembly location.
Further actions	• Re-teach assembly protocols including responding to the hand up signal. • Practice the assembly seating protocol in a range of spaces.

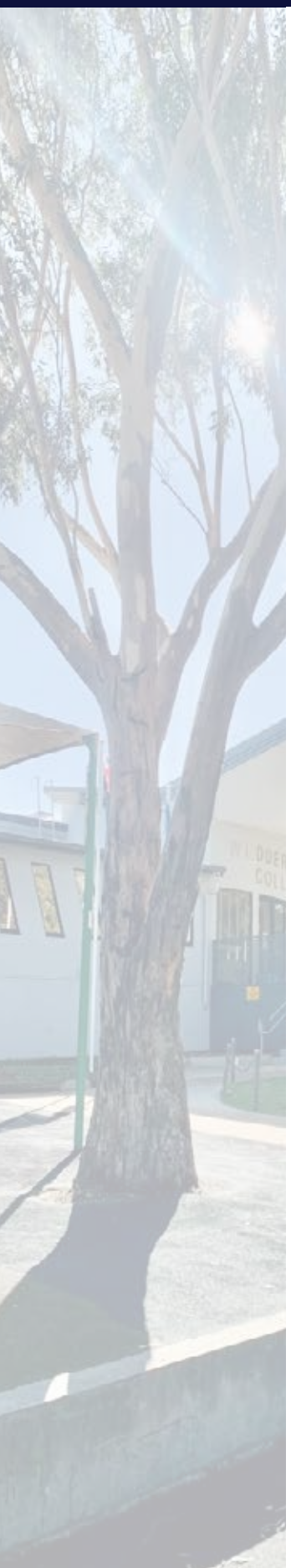


System: Mobile Phone

Why	• To follow the Victorian Government Ministerial Order around Mobile phones • To ensure a consistent school wide approach with clear roles and expectations for all staff and students. • To reduce class disruptions. • To reduce cyberbullying in school
When	• All times
Where	• School site between 9.00am – 3.15pm • Consistent expectation 8:40am-3:24pm
What / How	• Students should turn off their mobile phone before entering the building • Students should place their mobile phones in their locked locker • Students should only turn on mobile phone at the conclusion of the school day • Should not be taken to class or during breaks
Further actions	• Continue to reinforce with students about the mobile phone policy • Contact procedures i.e. contacting parents via

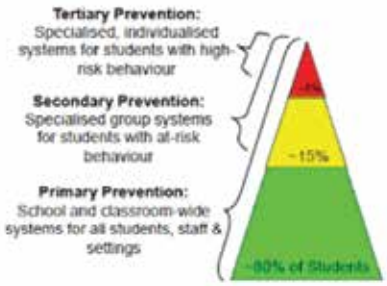
System: Accessing the College Cafe

Why	• To create a calm and orderly College Café • To ensure a consistent school wide approach with clear roles and expectations for all staff and students. • To reduce noise and issues within the College Cafe
When	• Accessing the College Café
Where	• College Café
What / How	• Students should present to the appropriate line • Use my inside voice • Only students who are rostered on can assist in the College Café under supervision • Staff/students must follow food handling protocols • Primary students can place orders in the lunch order tubs provided in their classrooms before school • Secondary students can place orders in the appropriate box at the College Café • Be respectful and follow direction of all staff • Students should place all rubbish in the bin
Further actions	• Continue to reinforce with students appropriate behaviour in the College Café space.



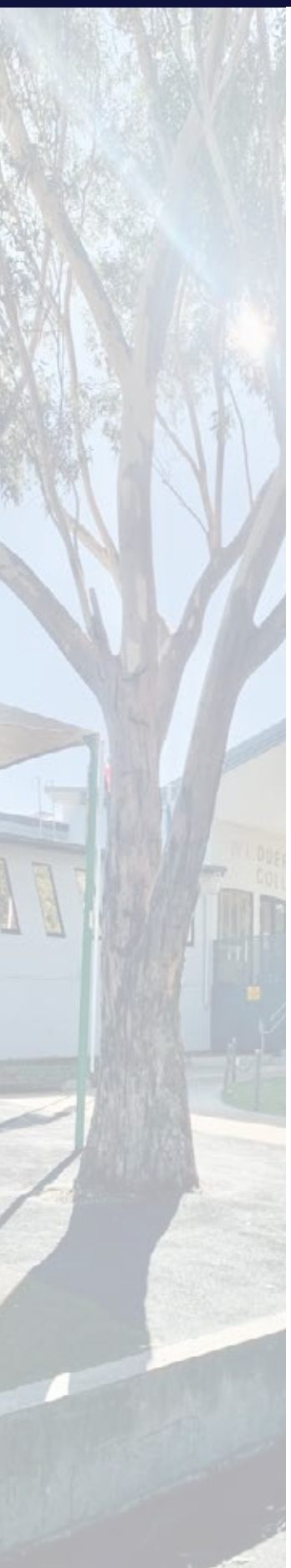
SWPBS School Systems

Three-tiered Approach
SWPBS uses a tiered intervention framework which invests in a prevention-based approach (tier 1), identifies and provides targeted support for individual students at risk for developing challenging behaviour (tier 2), and provides individualised and intensive interventions for students with significant support needs (tier 3).



A clear set of behavioural expectations are developed around our College values of:
RESPECT RESPONSIBILITY RESILIENCE
A School Wide Positive Behaviour Matrix is developed in conjunction with students, staff, carers and parents that outline our values and specific expectations. The matrix will be clearly displayed across the College.
SWPBS is established to provide a positive learning climate so that:
- A clear set of behaviour expectations around our school values are developed
- Students are able to state the behavioural expectations
- You can identify the behavioural expectations within 5 minutes of entering the school
- Students are recognised for positive behaviours
- Positive behaviours and expectations are explicitly taught and encouraged
- It is a team based approach
- Students voice and agency is present
- Families are actively included
- Data is collected and used for decision making

The whole school Behaviour Matrix is designed for all students. Once the proactive support plan is in place, students requiring more intensive behaviour supports will be addressed.
To enable the interventions used for the secondary and tertiary students to also be successful our Positive Behaviour Matrix will be used to explicitly teach our expected behaviours.



SWPBS School Systems

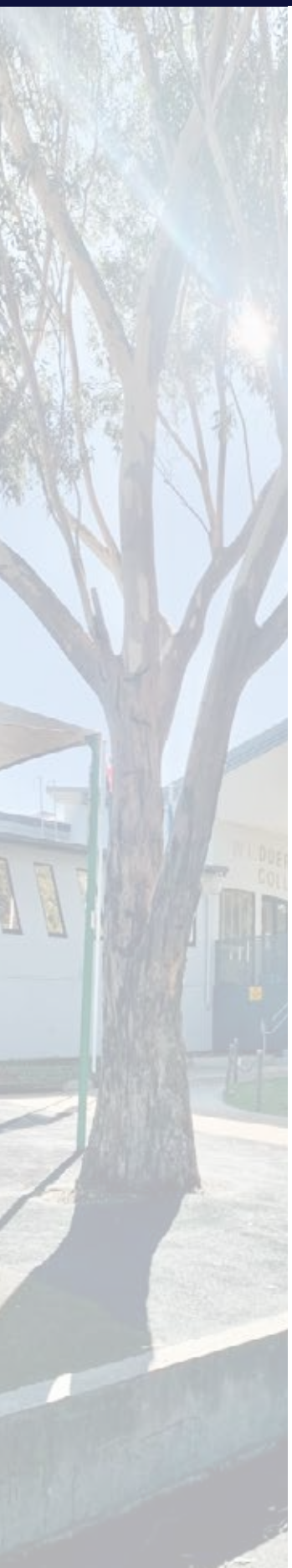
Why do we explicitly teach expected behaviours?

Introducing, modelling and reinforcing positive social behaviours is an important step of a student's educational experience. Explicitly teaching our behavioural expectations and acknowledging student for demonstrating them is key to success.

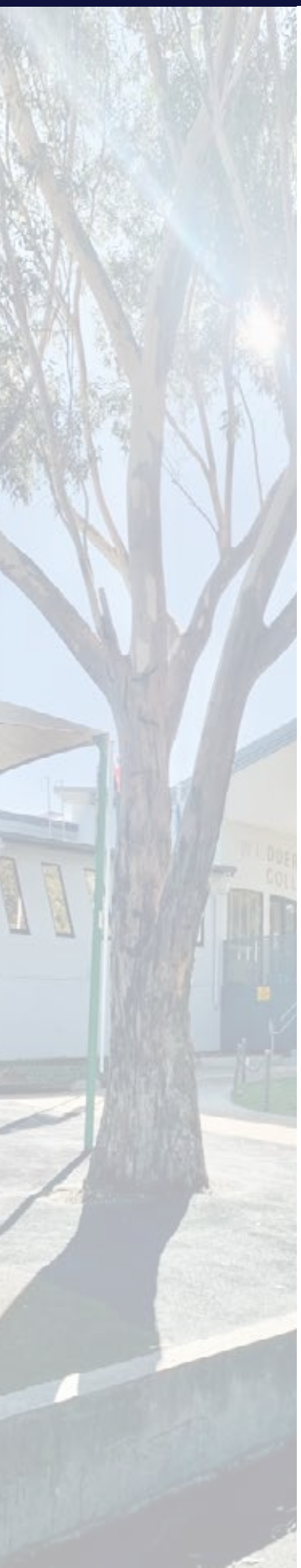
How do we teach expected behaviours?
TELL – Introduce the expected behaviours and discuss why it is important.
SHOW – Demonstrate and model
PRACTICE – Role play expected behaviours in relevant contexts
MONITOR – Pre correct, supervise and provide positive feedback
RETEACH – Practice throughout the day

Where do we teach expected behaviours?
- In every classroom throughout the school
- Everywhere in the school in all school activities
- In each community and whole school assembly

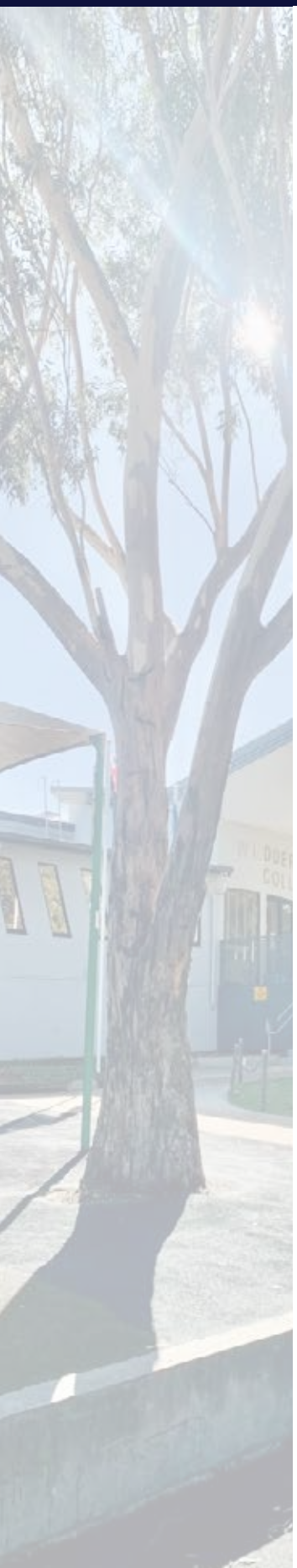
When do we teach our expected behaviours?
- At the beginning of school year
- Often enough to achieve and maintain fluency
- Before times when problem behaviours tend to increase
- Ongoing throughout the year (refresher lessons in advisory)
- At teachable moments



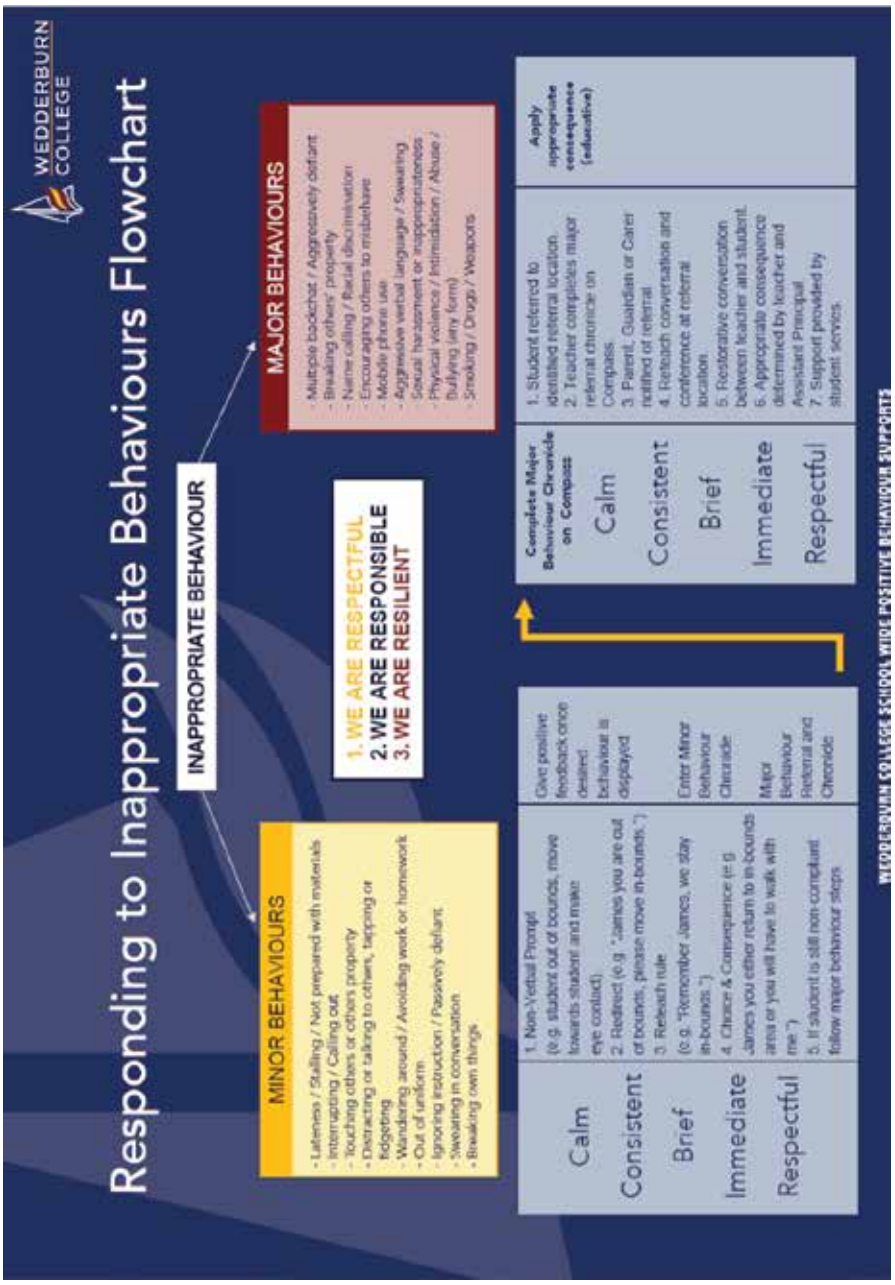
Appendix A - SWPBS Matrix

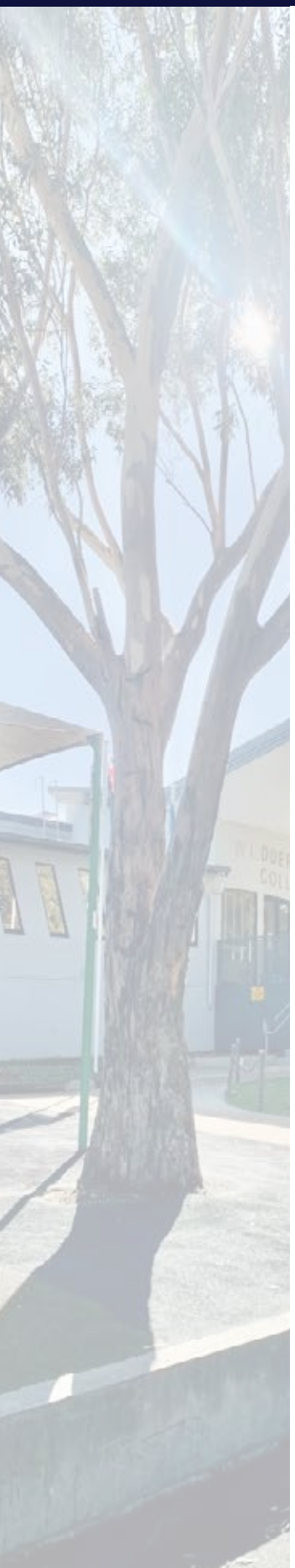


Appendix B - SWPBS Picture Matrix

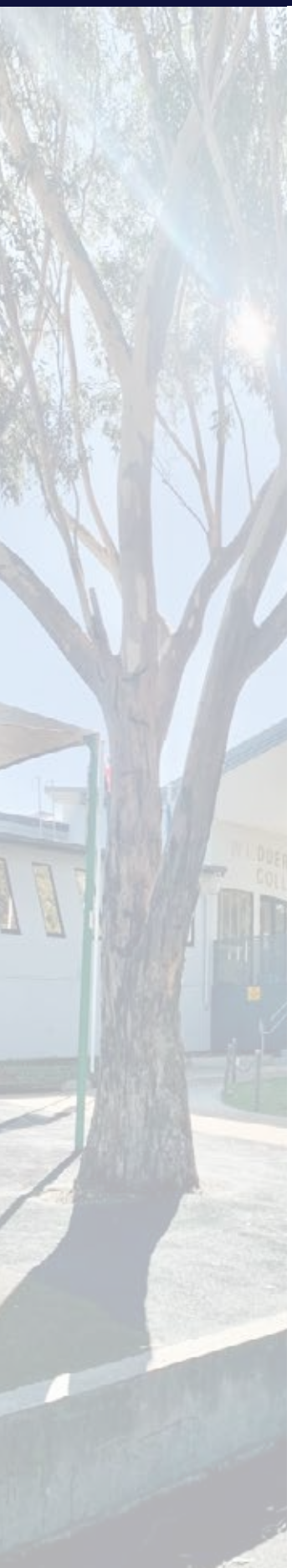


Appendix C - Responding to Innapropriate Behaviours Flowchart

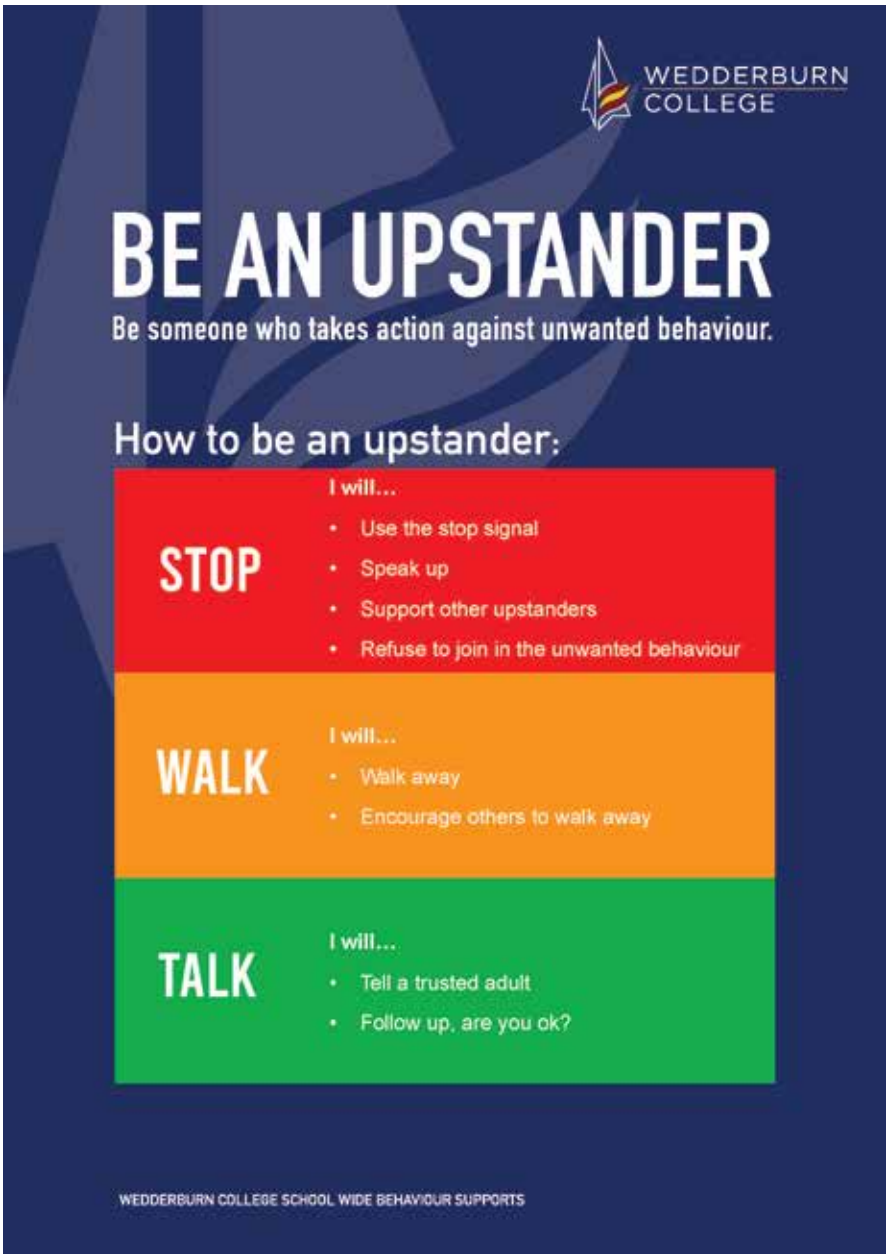


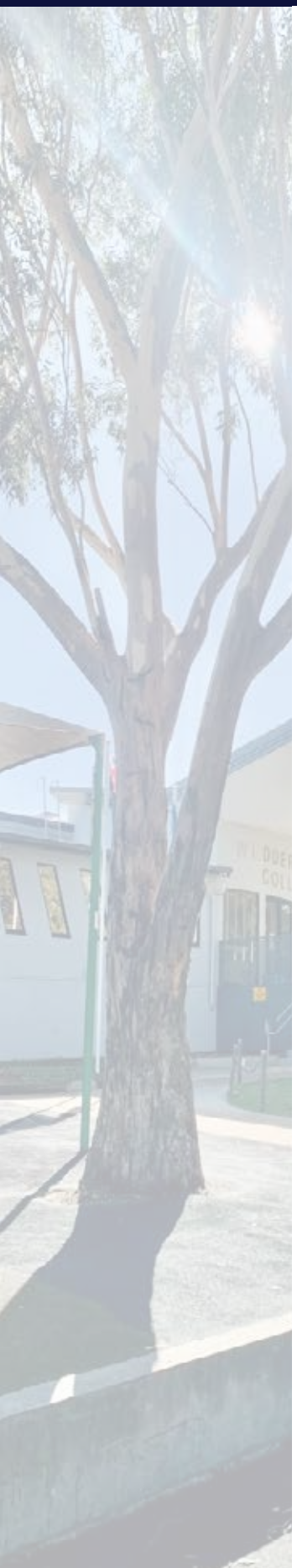


Appendix D - Creating Successful Classrooms



Appendix E - Upstander Matrix





Appendix F - SWPBS TIERED FIDELITY INVENTORY

Purpose of SWPBS TFI

The purpose of the SWPBS Tiered Fidelity Inventory is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioural interventions and supports. The Inventory is divided into three sections (Tier I: Universal SWPBS Features; Tier II: Targeted SWPBS Features; and, Tier III: Intensive SWPBS Features) that can be used separately or in combination to assess the extent to which core features are in place.

The purpose of the Inventory is to provide one efficient yet valid and reliable instrument that can be used over time to guide both implementation and sustained use of School-wide PBS.

Completion of the Inventory produces "scores" indicating the extent to which Tier I, Tier II and Tier III core features are in place. As a general rule, a score of 80% for each Tier is accepted as a level of implementation that will result in improved student outcomes (NOTE: The predictive validity of Inventory scores per Tier is still under evaluation, and will be reported as available)

The Inventory is intended to guide both initial implementation and sustained use of SWPBS. Each administration of the Inventory results not just in scores for Tier I, Tier II, and /or Tier III, but in developing an action plan that guides team allocation of effort and resources to improve implementation.

Intended Participants

The Inventory is intended to be completed by members of a school's SWPBS Team, with the active presence and guidance of its SWPBS Coach.

Schedule of Inventory

School teams are encouraged to self-assess SWPBS implementation when they initially launch implementation of SWPBS, and then every third or fourth meeting until they reach at least 80% fidelity across three consecutive administrations. Once fidelity on a Tier is met, the team may choose to shift the schedule of Inventory use to an annual assessment for the purpose of evaluating sustained implementation. Note that schools new to SWPBS may start by using only the Tier I section of the Inventory, and as they improve their implementation of Tier I, they may add assessment of Tier II and/or Tier III features.

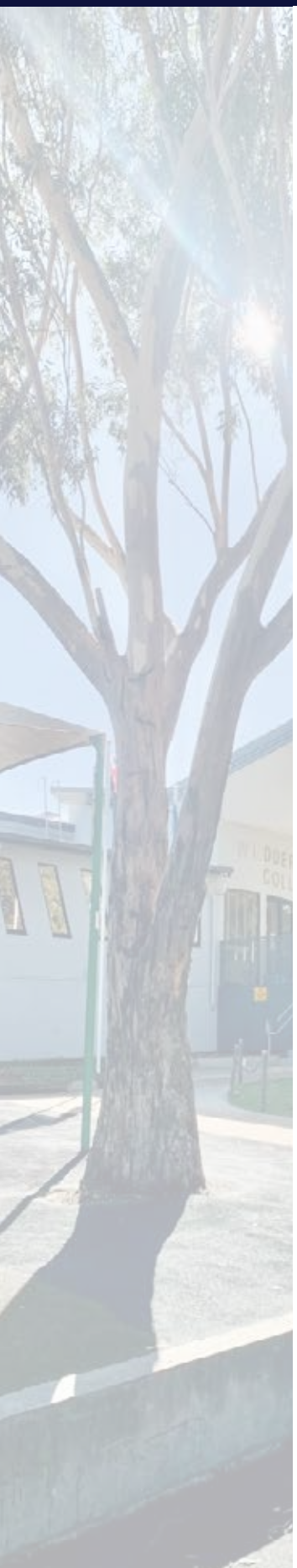
Administration Protocol

School wide PBIS Tiered Fidelity Inventory is completed by a school team with a PBIS coach/facilitator.

Before Inventory Assessment: Define schedule, personnel, review existing fidelity and impact data, and obtain relevant permanent products. Conduct a building walkthrough to identify data related to the school-wide acknowledgement system.

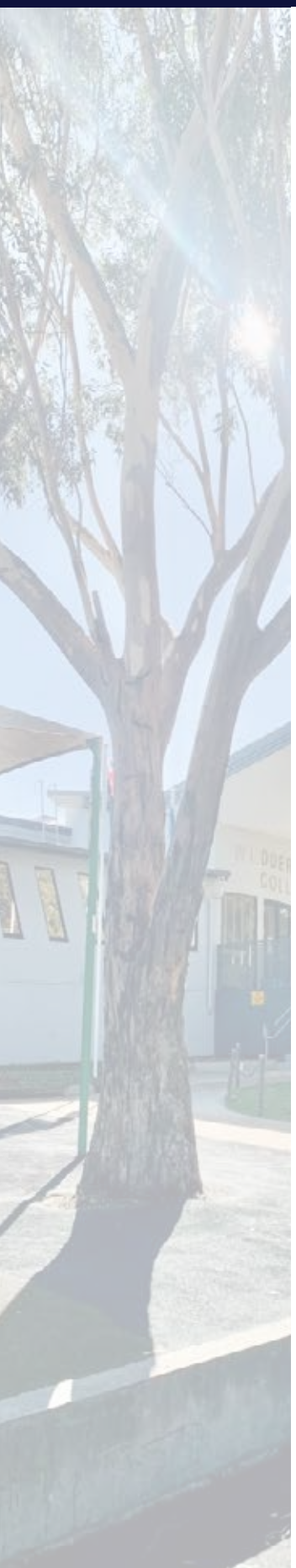
During Inventory Assessment: For each item, review purpose, data sources, and standard. All team members vote to whether the item is not implemented, partially implemented, or fully implemented. The majority vote is recorded following an opportunity for discussion. Data are recorded on the TFI form

After Inventory Assessment: At least one item is identified for active action planning to improve or sustain implementation.

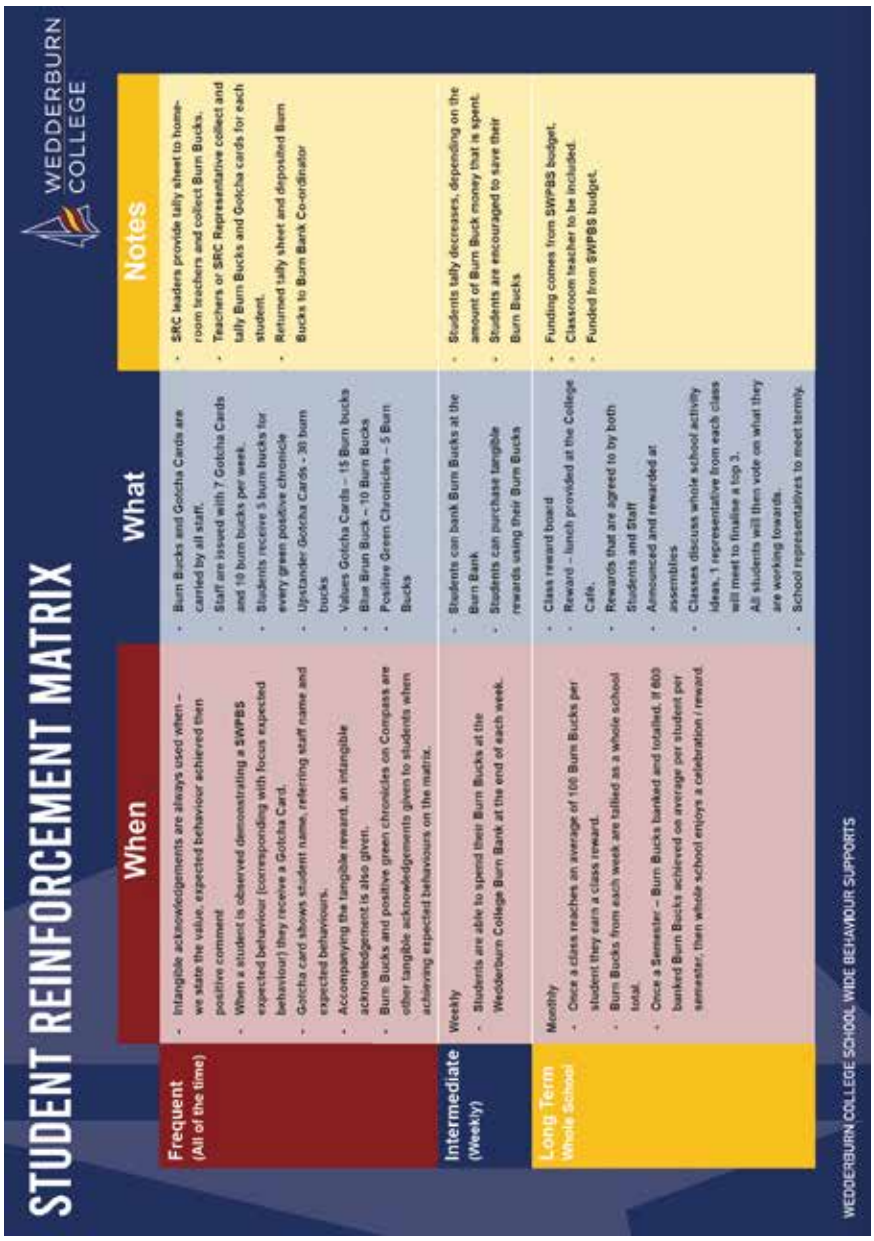


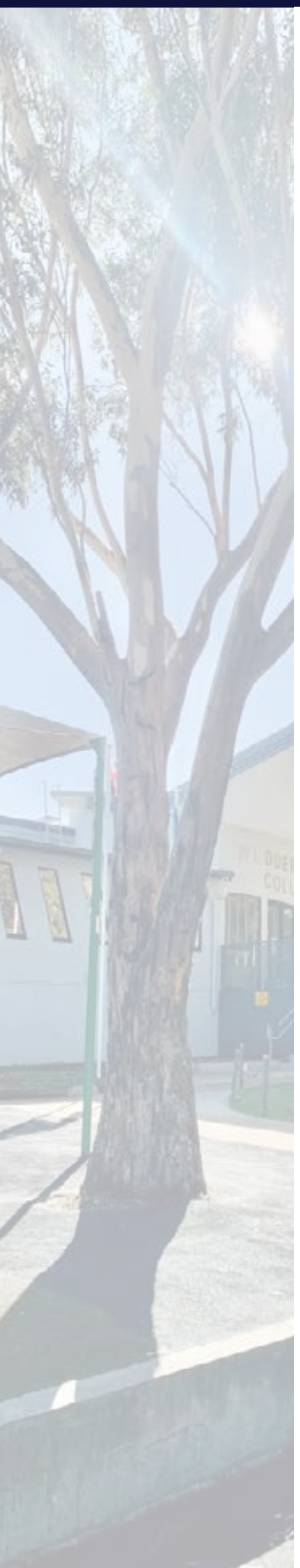
Appendix F - DATA COLLECTION TOOLS

Data Collection Tools		
Tier I • TFI Walkthrough tool • Lesson Plans • Performance and Development Calendar • Student Handbook • Staff Handbook • KISWPBS Handbook • School Policy • Discipline flowchart • Informal walkthroughs • Tier One agenda • Tier One meeting minutes • Tier One Action Plan • School Organisational Chart • Code of Conduct • Individual and Classroom data • Staff meeting minutes • Department meeting minutes • PBS staff survey • Informal surveys • Parent surveys • School website • School newsletters	**Tier II** • Tier II team meeting minutes (last two) ○ Rubric for selecting students for Tier II support ○ Tier II strategy handbooks, or procedures (i.e., CICO) ○ Available Tier II data summaries (if possible for 2 months) ○ Family communication systems ○ Most recent fidelity measures for Tier II strategies	**Tier III** • Tier III team meeting minutes (last two meetings) • Decision rules for selecting students for Tier III • Assessment tools for Tier III (i.e., functional behavioural assessment, mental health, medical records, etc.) • Three student support plans (randomly selected) • Tier III data summary (last two reports)



Appendix G - Student Reinforcement Matrix





Appendix H- Observation Template

WEDDERBURN COLLEGE

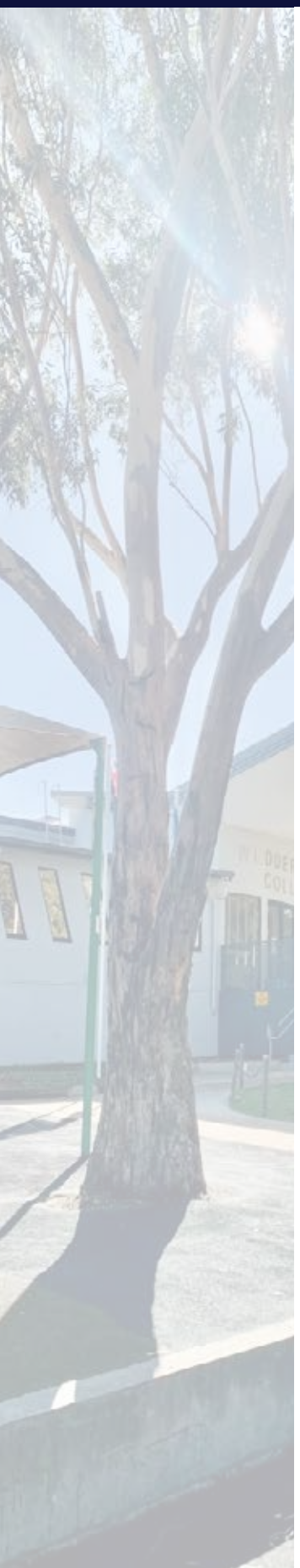
Wedderburn College SWPBS Observation Templates

1. Peer-Observation: Overall Positive to Corrective Ratio (4:1)	
Staff Name	
Observer Name	
Date	
Location (e.g. class, period, office)	

Positives		Total A
Positive acknowledgements		
Evidence (e.g. examples of statements made; non-verbal praise given)		

Correctives		Total B
Corrective statements		
To calculate your ratio		
Total A divided by Total B equals:		

Shared Reflection on Practice between Peer & Observer
I see..
I notice..
I wonder..
What worked well..
Even better if...
Any insights from professional discussion with a colleague?
Signature:
Date:



Observation Template

Wedderburn College SWPBS Observation Templates

2. Peer-Observation: Consistent reference to the Expected Behaviour Matrix, and its language	
Staff Name	
Observer Name	
Date & Location	

Respect		Responsibility		Resilience	
Follow directions of all staff		Participate		Accept when routines change	
Listen to others		Put rubbish in the bin		Keep trying	
Use manners and kind words		Be honest and own my actions		Focus on what I can control	
Include others		Share and take turns		View situations positively	
Keep my hands, feet and objects to myself		Look after property		Keep a sense of humour	
Use my inside voice		Create a safe environment		Identify and manage my emotions	
Raise my hand and wait		Help others		Be a problem solver	
Walk		Maintain a tidy school		Build and look after friendships	
		Arrive on time with my materials			
		Line up quickly and quietly			
		Stay on task			

Shared Reflection on Practice between Peer and Observer
I see..
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I wonder..
What worked well..
Even better if...
Any insights from professional discussion with a colleague?
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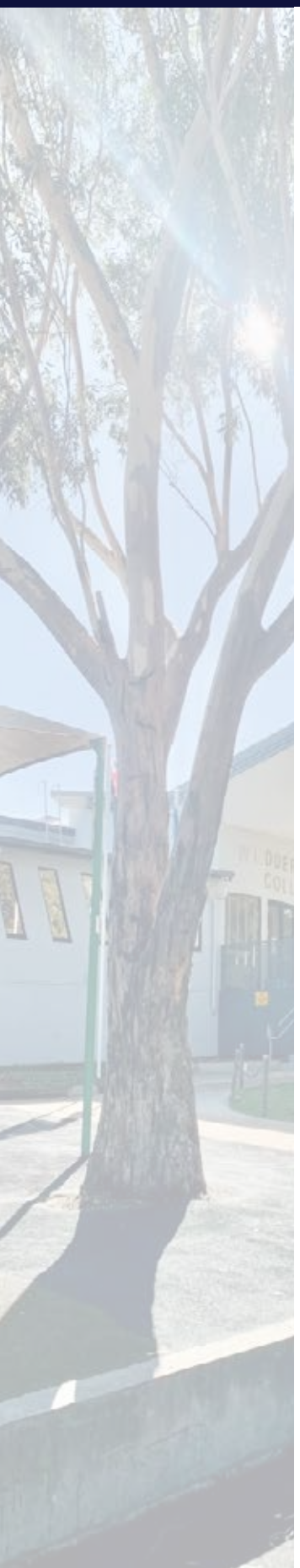
Date:



Appendices

Observation Template

Wedderburn College SWPBS Observation Templates

3. Peer-Observation: Response to Inappropriate Behaviours	
Staff Name	
Observer Name	
Date	
Location (e.g. class, period, office)	

Responding To Inappropriate Behaviour						
Tally / Descriptor	1st Inappropriate Behaviour	2nd Inappropriate Behaviour	3rd Inappropriate Behaviour	4th Inappropriate Behaviour	5th Inappropriate Behaviour	6th Inappropriate Behaviour
Calm						
Consistent						
Brief						
Immediate						
Respectful						
Non-Verbal						
Re-Direct						
Reteach Rule						
Choice						
Referral						

Questions to consider:

Was each step completed in order?
At which step did you observe behaviour change?
Are you able to identify any triggers that led to the inappropriate behaviour? Could they be avoided?
Which steps do you feel your colleague executed well? Which steps could your colleague do even better?

Shared Reflection on Practice between Peer and Observer
I see...
I notice...
I wonder...
What worked well...
Even better if...
Any insights from professional discussion with a colleague?
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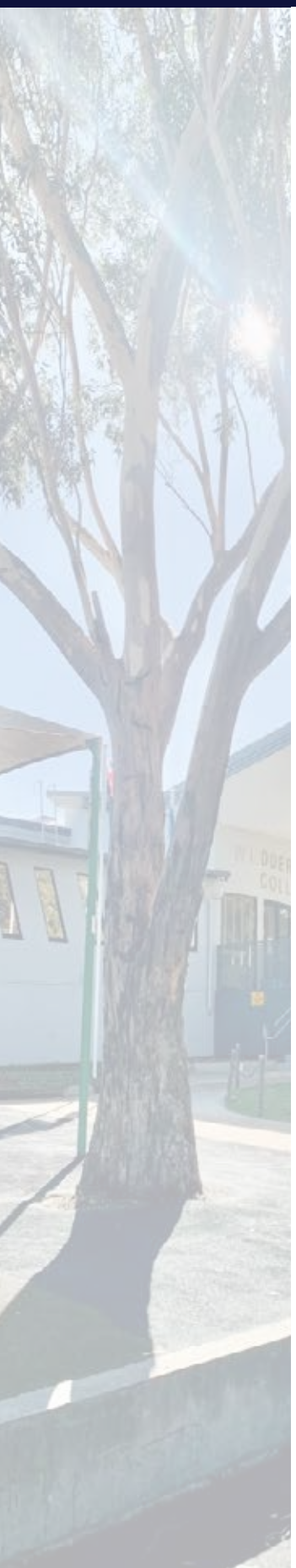

Observation Template

WEDDERBURN COLLEGE

Wedderburn College SWPBS Observation Templates

1. Self-Observation: Overall Positive to Corrective Ratio (4:1)	
Staff Name	
Date	
Location (e.g. class, period, office)	

Positives		Total A
Positive acknowledgements		
Evidence (e.g. examples of statements made; non-verbal praise given)		

Correctives		Total B
Corrective statements		

To calculate your ratio

Total A divided by Total B equals:

Reflection on Practice
I see..
I notice..
I wonder..
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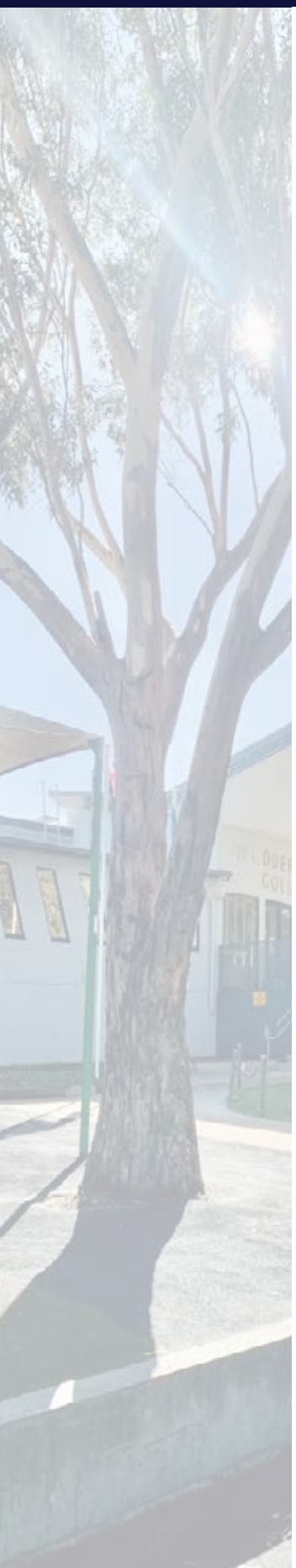
Any insights from professional discussion with a colleague?
Signature: Date:



Observation Template

WEDDERBURN COLLEGE

Wedderburn College SWPBS Observation Templates

2. Self-Observation: Targeted Positive to Corrective Ratio (6:1)

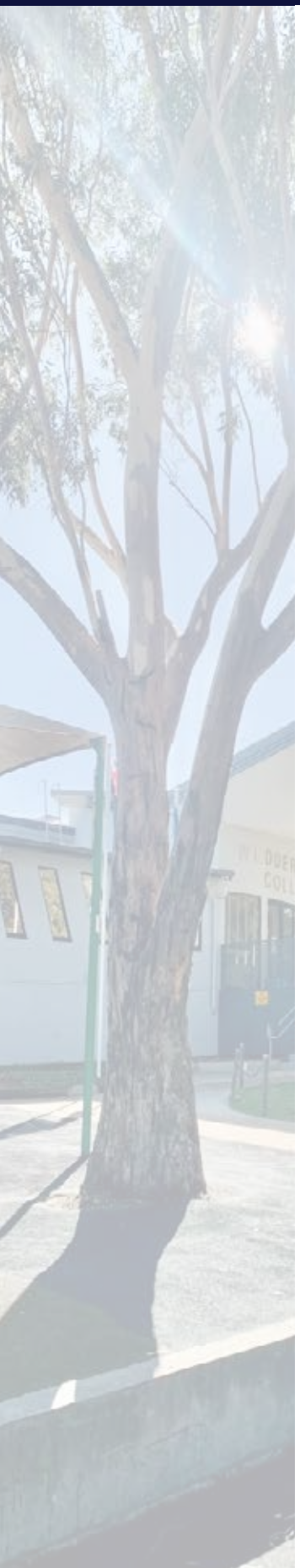
This observation involves pre- identifying approx. four students for the focus of the Positive to Corrective observation ratio. Two students should be those who regularly struggle to demonstrate the expected behaviours (6:1), and two students to whom you rarely need to provide corrections (4:1).

Staff Name	
Observer Name	
Date	
Location (e.g. class, period, office)	

	Positive	Corrective	Ratio
Student 1			
Student 2			
Student 3			
Student 4			

	Evidence
Student 1	
Student 2	
Student 3	
Student 4	

Reflection on Practice
I see..
I notice..
I wonder..
What worked well..
Even better if....
Any insights from professional discussion with a colleague?
Signature:
Date:



Observation Template

Wedderburn College SWPBS Observation Templates

3. Self-Observation: Consistent reference to the Expected Behaviour Matrix, and its language	
Staff Name	
Date	
Location (e.g. class, period, office)	

Respect		Responsibility		Resilience	
Follow directions of all staff		Participate		Accept when routines change	
Listen to others		Put rubbish in the bin		Keep trying	
Use manners and kind words		Be honest and own my actions		Focus on what I can control	
Include others		Share and take turns		View situations positively	
Keep my hands, feet and objects to myself		Look after property		Keep a sense of humour	
Use my inside voice		Create a safe environment		Identify and manage my emotions	
Raise my hand and wait		Help others		Be a problem solver	
Walk		Maintain a tidy school		Build and look after friendships	
		Arrive on time with my materials			
		Line up quickly and quietly			
		Stay on task			

Reflection on Practice
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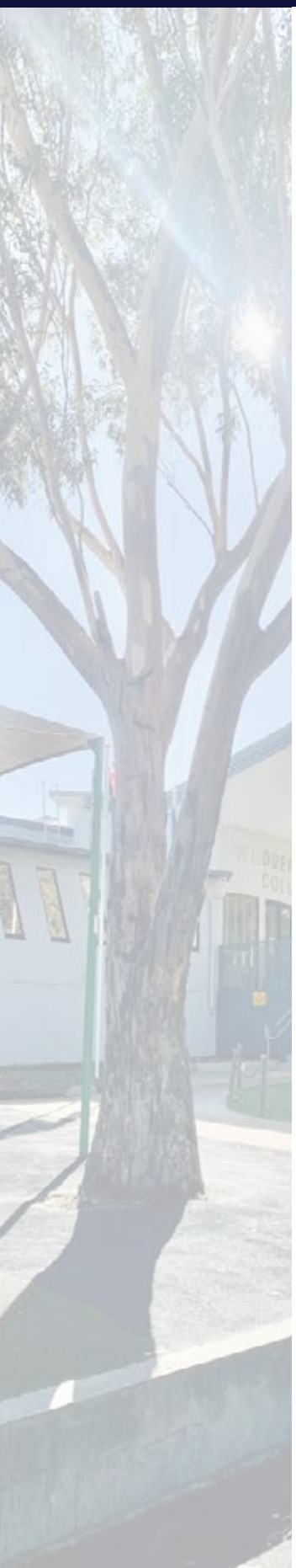

Observation Template

Wedderburn College SWPBS Observation Templates

4. Self-Observation: Response to Inappropriate Behaviours

Staff Name	
Date	
Location (e.g. class, period, office)	

Responding To Inappropriate Behaviour

Tally / Descriptor	1st Inappropriate Behaviour	2nd Inappropriate Behaviour	3rd Inappropriate Behaviour	4th Inappropriate Behaviour	5th Inappropriate Behaviour	6th Inappropriate Behaviour
Calm						
Consistent						
Brief						
Immediate						
Respectful						
Non-Verbal						
Re-Direct						
Reteach Rule						
Choice						
Referral						

Questions to consider:

Was each step completed in order?
At which step did you observe behaviour change?
Are you able to identify any triggers that led to the inappropriate behaviour? Could they be avoided?
Which steps do you feel you execute well? Which steps could you do even better?

Reflection on Practice

I see...

I notice...

I wonder...

What worked well...

Even better if...

Any insights from professional discussion with a colleague?

Signature:

Date:

WEDDERBURN
COLLEGE