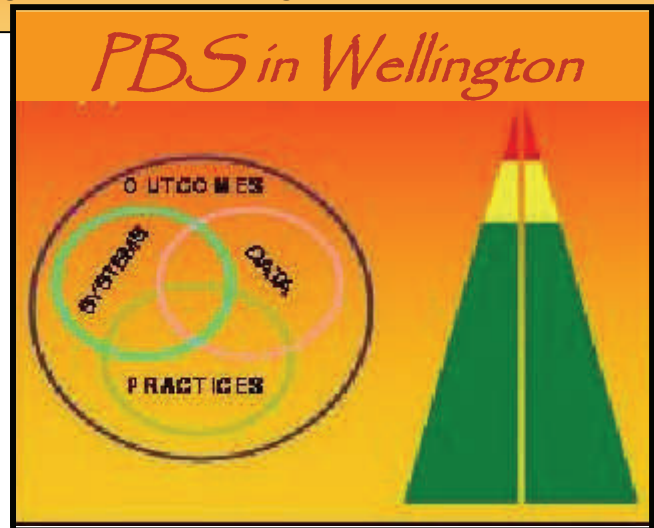


SW-PBSEL Wellington Network Newsletter



JUNE/JULY 2013

STEERING COMMITTEE MEMBERS

CHERYL EVANS
MAFFRA SC

**SARAH
JOHNSTONE**

**NAMBROK DENISON
PS**

GLYN MILNER
LONGFORD PS

KAREN MILNER
ARALUEN PS

DAVE MOWBRAY
SALE COLLEGE

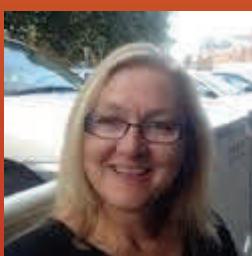
JENNI ALLAN

SIMONE MALCOLM

ROSIE ROBERTS

**WELLINGTON SSSO
TEAM**

LOUISE O'KELLY



*Behaviour Consultant &
Presenter*

Important Big Ideas to keep us connected to SWPBSEL

- Commitment/ leadership/team, 80% staff support
- Data drives our decisions
- 3-5 School wide expectations, matrix, teaching expectation
- Acknowledgment/reward of SW expectations 5:1

During term two the Wellington Network PBS steering committee has been focusing on preparations for the first day of term 3 when we have arranged for Behaviour Consultant - **Louise O'Kelly** from Tasmania to present to all staff from Wellington Network schools from 9.00 – 1.00. At time of printing a total of 352 staff from Wellington schools have booked to attend.

Louise comes from a teaching background and is an engaging presenter, who draws on a vast experience. She has been involved in the establishment of PBS in schools across Tasmania, Victoria and the Northern Territory. She has been providing support & training to schools in Gippsland since PBS was first implemented in Gippsland schools in 2009.

The presentation will be focusing on the following information:

- An overview of PBS – Data- Systems- Practice
- Making links between PBS & classroom practice
- Explicit teaching of behavioural expectations
- Developing consistency in implementation of PBS to facilitate positive & smooth transition from primary to secondary school

The presentation will be interactive. Participants will be able to ask questions & engage in discussion.

In the afternoon schools will use the time to engage in further planning or take the opportunity to see what has been implemented at other schools in the Wellington Network.

In this edition we decided to focus on what is happening in 2 of our Wellington Network Secondary Colleges. Both Sale and Maffra Secondary Colleges have been working with PBS for some time and both have provided a fantastic overview of their work so far. A big thank you to **Cheryl Evans** from Maffra Secondary College and **Yvette Staple** from Sale College for providing this material for the newsletter.

Jenni Allan & Simone Malcolm have also taken some time to visit schools in Wellington to see what has been happening. Woodside Primary School proved to be a quiet achiever having engaged students in a playful but effective way by working on a visual matrix/mural which does a wonderful job of explicitly showing students what the behaviour expectations are at Woodside Primary.

Jenni Allan



Guthridge Campus Captains & Vice Captains

Macalister Campus Captains & Vice Captains

Impact of SWPBS At Sale College.

SALE COLLEGE SWPBS School Leadership Team 2013

- Dave Mowbray
- Loretta Bates
- Jacob Shingles
- Deirdre Marshall
- Michael Pattie
- Kate Rabbetts
- Heather Woodcock
- Cherie Cantwell
- Dione Murphy
- Yvette Staple

Schools use a number of data sets to track and monitor student progress. We certainly utilize both the quantitative and qualitative data available to us in ensuring students are safe, productive and engaged in their educational experiences.

One of the most important data sets we believe is the annual student opinion survey in identifying and monitoring school-wide, cohort, class and individual student status with regard to their levels of resilience, social and emotional wellbeing over time.

Once again the student attitude to school survey has been interrogated by the school in addition to the surveys being sent to Melbourne for state comparisons against benchmarks.

The positive and improving general trend that has been occurring

“Respect Achievement Belonging”

over the last 5 years is very encouraging. This movement in the right direction, upwards, is being attributed to the impact of our SWPBS focus with the supporting structures and processes we have put in place, in particular over the last 12 months.

As we all know, students experience each year level differently – these experiences are influenced, among others things by: their age and development stage, classes and content covered, teachers and their styles, pastoral and personal learning support, and previous experiences at school.

Considering these factors we are now seeing a more consistent school community

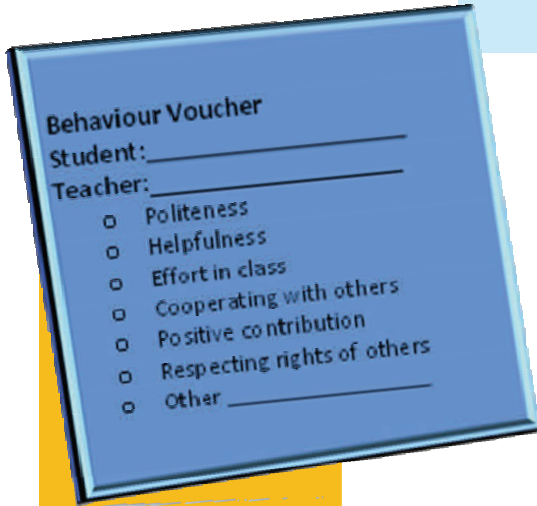
approach to what are our school’s preferred values and expected behaviours. The following indicators (see table below) are showing some of the highest or best internal school results since 2009 - other rankings are also shown. These results are indicative of the positive behaviours focus and the impact of the approach in supporting the professional practice of our staff is having on the students’ recent experiences of school. Subsequently, we have seen school improvement relative to like state 7-12 students in these areas listed below into the third and fourth quartile rankings. This is especially true on the Guthridge campus – Years 7 to 9.

Survey component	Year 7	Year 8	Year 9
Student Morale	2nd	3 rd	2 nd
Teacher Effectiveness	1st	1st	2 nd
Teacher empathy	1st	1st	2 nd
Stimulating Learning	1st	1st	2 nd
School Connectedness	1st	1st	2 nd
Student Motivation	1st	1st	2 nd
Learning Confidence	2 nd	1st	5 th
Classroom Behaviour	2nd	1st	1st
Student Safety	4th	3rd	2nd

Year 7 at Sale College

Year 7 Reward Voucher

Star System



In Year 7 we have a system of positive reinforcement that is aimed to meet the needs of the student's short term, medium term and long term incentives. We manage this by giving behaviour acknowledgement via behaviour (blue) vouchers. The blue vouchers are given to each student when they display one of the outlined behaviours inside the classroom. When each student has received 5 vouchers they are then in a position to visit the Year 7 office to cash their vouchers in for a star sticker to be placed on the star chart. When each student has successfully cashed in enough vouchers to have 5 stars they receive a paddle pop. This medium term acknowledgement is a good transition into a reward. The long term goal is met at 10 stars which results in a free pool pass or cinema ticket.



The majority of the students were successful in receiving paddle pops for term 1. We had a large number of the students also receive cinema tickets. We also have a class system that is based around a good book that travels with each class from subject to subject. This initiative has become extremely effective in creating a real team culture as the classes try to earn stamps from each class. The classes stamp totals are advertised on a leader board.

7-7

Name	1	2	3	4
1. Alicia				
2. Alisha				
3. Anna				
4. Anika				
5. Arianna				
6. Asha				
7. Ashika				
8. Ashika				
9. Ashika				
10. Ashika				
11. Ashika				
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50. Ashika				

Comments: _____

Please return the good book to the DO office at the end of the day. We'll be ready!

Character cafe

The Grade Point Average process at Sale College has the kids assessed and reported on, in relation to effort, behaviour and work quality. This data then drives our process of Character Café. The school has identified the pillars of good character. The children who are showing these characteristics are then rewarded with an invitation to character café where they are thanked for their effort and celebrated. This process is subtly advertised to encourage all students to strive toward this standard of behaviour.



GPA
(Grade Point Average)
Work Quality
Effort
Behaviour

At Sale College we have established a system to correct behaviour and re-teach the appropriate alternative without emotion and confrontation from our teachers. We have a behaviour slip system that works to inform the students of the mistake made and inform them that they will need to attend a learning lunch where they will spend time with a teacher reflecting on the chosen behaviour and investigating a better alternative to use if a similar situation is to arise.

SALE COLLEGE

Student _____

Form Group _____

Late to class

Out of uniform

No materials/books

Using mobile phone

Logical Consequence _____

Teacher _____

Date _____

Using iPod/MP3 Player

Failing to complete work

Refusing to follow instructions

Other _____

Sale College: Values and Expectations 2013

In all settings	Respect	Achievement	Belonging
Respect I have personal responsibility for my actions and those of my group. I am respectful of the rights, feelings, and opinions of others. I am respectful of the environment. I am respectful of the property of others. I am respectful of the property of the school. I am respectful of the property of the community.	Respect I am respectful of the rights, feelings, and opinions of others. I am respectful of the environment. I am respectful of the property of others. I am respectful of the property of the school. I am respectful of the property of the community.	Achievement I am committed to learning and personal growth. I am committed to excellence in my work. I am committed to high standards of achievement. I am committed to continuous improvement. I am committed to lifelong learning.	Belonging I am a member of the school community. I am a member of the community. I am a member of the world. I am a member of the human race. I am a member of the universe.
Respect I am respectful of the rights, feelings, and opinions of others. I am respectful of the environment. I am respectful of the property of others. I am respectful of the property of the school. I am respectful of the property of the community.	Respect I am respectful of the rights, feelings, and opinions of others. I am respectful of the environment. I am respectful of the property of others. I am respectful of the property of the school. I am respectful of the property of the community.	Achievement I am committed to learning and personal growth. I am committed to excellence in my work. I am committed to high standards of achievement. I am committed to continuous improvement. I am committed to lifelong learning.	Belonging I am a member of the school community. I am a member of the community. I am a member of the world. I am a member of the human race. I am a member of the universe.

SWPBS-EL @ Maffra Secondary College



As a school we will have a new focus each term in order to explicitly teach all areas of our Student Behaviour Matrix.

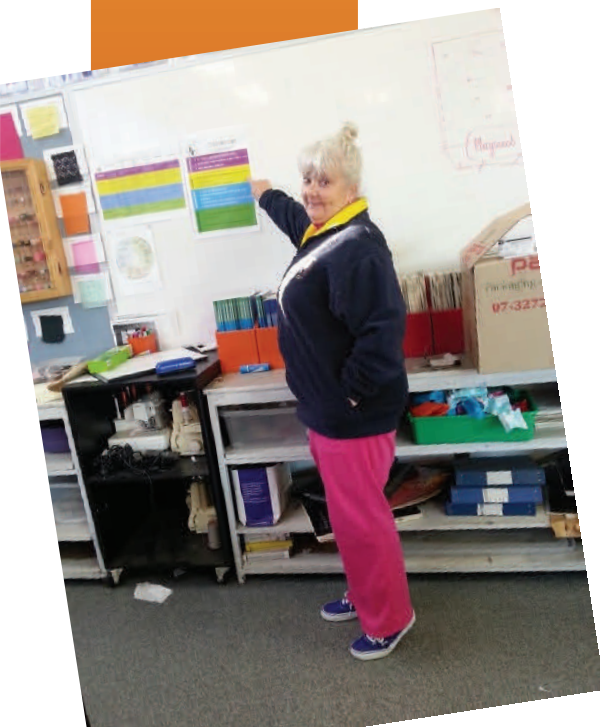
LESSONS ON RESPECT

As educators we should not assume that students will arrive at our schools with the necessary social skills to equip them for success. Teaching social skills is an integral component of the SWPBS–EL process. The emphasis on teaching students behavioural expectations is based on the assumptions that: All behaviour is learned and that appropriate behaviour can be taught using the same principles as teaching academic content (Colvin, Sugai & Patching, 1993). In 2013 our focus has been on explicitly teaching expected behaviours. This was reinforced through our 2012 SET, SAS and the 2013 TIC data which identified that this was an area of need. The things that we ‘Value’ – RESPECT, LEARNING, ENVIRONMENT & COMMUNITY and the behaviours outlined in our College’s student behaviour matrix needed to be explicitly taught to all students in order to have a consistent approach across the school.

The SWPBS team capably led by Tricia Newgreen utilised a staff meeting to develop a series of lesson plans based around the explicit teaching of our ‘Student Behaviour Matrix’. All staff worked in teams to develop a series of lessons which have now been placed on our school portal for future use and easy access for all staff.

In order to maintain a consistent approach in the delivery of these lessons across the College, the SWPBS team decided that we would focus on one area – RESPECT and the expected behaviours that were aligned with this Value across all areas of the school.

In order to maintain a consistent approach to teaching the expectations, lessons were delivered at the same time in all classes (Years 7-12) across the College. Students received a strip of paper which outlined the area of the matrix (RESPECT) which will be our focus for the next term. These were placed in their Student Planners to refer to when needed. Teachers will now focus on incorporating an expected behaviours based on the Value – RESPECT in their daily lessons.



Tricia Newgreen presenting her lesson on RESPECT



All students have received a set of expected behaviours based around—RESPECT
This group of senior students discuss the behaviours during our introductory session.

Students acknowledged for Positive Behaviour



*Maffra Secondary College
Community Award*

LEARNING 'TEAs'

Individual

Excellence Awards

Eg : Acknowledgement of High levels of skill, Achievement Assessment, Excellence in work ethic or for showing initiative

RESPECT
'Posi - Slips'
are given out for any positive behaviour in classrooms, in the yard or on excursions

At Maffra Secondary College students are acknowledged for positive behaviour in a range of ways. Everything that we do and or introduce is aligned with the things that we value: **RESPECT, LEARNING, ENVIRONMENT & COMMUNITY.**

A set of criteria exists for all of our acknowledgement systems. This enables staff to be consistent when giving them out.

COMMUNITY 'POSTCARDS'

A student artwork was used to produce the postcard. More artwork will be selected later this year to develop other postcards for this purpose
Our current example is pictured here

ENVIRONMENT
The SWPBS team are currently discussing how we can acknowledge students based around this area that we value.



Maffra Secondary College

At our College we value:
Respect, Learning, Environment & Community

Postage Paid Maffra

Maffra Secondary College would like to recognise

for
Being a positive role model in our community

by

Date: _____

STUDENT VOICE @ MSC

As a College we value our students' opinions and it is through various student forums that we have identified areas or aspects of our school that needed to change. Important changes has occurred with our student management processes and in staff understanding how important positive respectful relationships are in a classroom.

Students are valued members of our SWPBS team where they have an important role to play in determining the best ways to deliver PBS across our school and assisting to make decisions on behalf of the student body. The students involved belong to either the Middle Years or Later Years Student Leadership teams and by participating in our meetings students are not only able to express their views and be involved in decision making, but have the opportunity to develop their leadership skills on a variety of levels. One of our representatives also reports back to school council on a regular basis.

Students involved in the PBS team have also been integral in the delivery of information about PBS to staff at staff meetings. For example students prepared a list of criteria for our community postcards. This information was delivered to staff and the students led the discussion answering questions.

Through mini year level forums and conversations with our students, various things were identified that we needed to change. Students wanted to see a consistent approach to student management and teaching and learning, where they saw that 'respect' was only one way. Through student voice various changes have been implemented since 2010 when we first began our SWPBS journey. These changes have made a noticeable difference to the culture and feel of our school. This has been noted by not only by our staff and students but also by parents and visitors to our school.

In order to continue to progress with our SWPBS-EL, we need to do several things. Firstly, we need to make sure new staff are inducted properly making sure that they understand what SWPBS-EL is and how it fits into our school. Secondly, we must continue to utilise our students to contribute to the decision making process and acknowledge that their input is valued and important to the overall running of the school. Through our students' voice and in conjunction with the collection of data, we will be able to proceed with SWPBS with accuracy and poignancy, and ultimately make our school an amazing place for our students to learn and to grow. Our student voices and their ideas are integral to the success of SWPBS in any school.

SWPBS-EL is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour.

OSEP Center on PBIS



Ask students for their opinions so that they have an invested interest in SWPBS

“The social behavior of students affects the effectiveness of schools as learning environments”

“Improving the social behavior of students requires investing in the school-wide social culture as well as in strategies for classroom, and individual student intervention”

Rob Horner
2008

CONTACT

*Cheryl Evans or
Tricia Newgreen at
Maffra SC on
51471790 for more
information*

WOODSIDE PRIMARY SCHOOL



Woodside Primary School is a small school of approximately 48 students located north east of Yarram. The school has devised a clever and engaging way of helping students to be clear about "What we do at Woodside".



On the Bus

The school values are **endeavour, respect and responsibility**. The students created a fabulous mural using photographs showing the behaviours that reflect the school values in all settings and activities in the school.

The students obviously had fun creating the mural and the time spent doing this has also really helped them to think about what the values mean in terms of how they behave.

Band & Music with Saul



In the Playground

The mural provides a focal point in the new B.E.R. building and is an ongoing project that can be added to in the future.

Jenni Allan

KEY DATES

- 15th July, 9am -1pm — Network School Closure Day with Louise O’Kelly at ESSO BHP Billiton Wellington Entertainment Centre
- Collection of S.E.T. (School Evaluation Tool) data from all schools in Wellington Network
- School Team Training:
 - ⇒ Monday 28th October - (Nambrok Primary, Araluen Primary, Sale College) “The Laurels, Greenwattle Racecourse” Sale.
 - ⇒ Wednesday 30th October, Maffra Secondary College — Moe DEECD office.
- Core Coaches Meetings with Anne Outhred, 1pm - 4 pm Moe DEECD Office (or by polycom) 31st July and 4th December*

***NOTE:** these sessions are only for those schools formally participating in the SWPBS training

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