

DEMONSTRATION SCHOOL CASE STUDY 2026 - EVERTON PARK STATE HIGH SCHOOL



School overview

Everton Park State High School (EPSHS) is a secondary school (7-12), located in Metropolitan North Region, with a student population of 500 (ICSEA 999). The school has achieved recognition as a Positive Behaviour for Learning (PBL) Demonstration School for Tier 1.

Case Study Focus

The focus of this case study is the explicit teaching of behaviour expectations aligned to the agreed PBL school values, together with a universal system of acknowledgement contextualised to a high school setting. By considering all 7 Essential Features of the PBL Framework, a successful embedded practice has been achieved.

Strategies, Systems and Practices

The teaching of behaviour expectations at EPSHS is aligned with the PBL Tier 1 Matrix, which outlines expected behaviours for classrooms and other specific school areas, and is guided by the school's three core values: Be Respectful, Be Responsible, Be your Best.

The school has established a consistent and representative team meeting structure to regularly analyse behaviour data, and plan and create teaching resources. A fortnightly PBL Focus is implemented, which is responsive to current behaviour data and allows for a deeper uptake of specific expectations over a two-week period. Other sources of data are considered to inform planning, including the QEW Survey and the School Opinion Survey. A PBL Focus may also be aligned to Wellbeing awareness initiatives or House Spirit events. Social-emotional learning is reflected in the language used in the Focus resources and developmentally appropriate for secondary students.

Dedicated assembly time is allocated for staff and students to present the PBL Focus to the whole school, including engaging modes such as skits and student videos. Deeper discussion about why the Focus is important and how it looks in practice is facilitated by teachers in home groups, pastoral care and subject classes across the fortnight.

Behaviour expectations are communicated to the entire school community through email, website and social media. To promote early exposure to the PBL values, future students are introduced to these expectations during open days, primary school taster days, and the Year 7 induction program.

A strong emphasis is placed on Classroom PBL to support positive in-class learning behaviours and facilitate smooth transitions between lesson activities. Staff are provided with professional development opportunities to strengthen their practice in explicitly teaching expected behaviours to promote effective student engagement in a variety of classroom activities using a range of pedagogies. Profiling, observation and coaching opportunities are offered for staff to develop and consolidate skills.

Acknowledgement of positive behaviour is an essential and powerful connection to the teaching of expected behaviours. The school's Acknowledgement system is specifically developed to effectively engage secondary students. This is achieved by valuing Student Voice through feedback and collaboration in Student Forums, Student Representative Council, and student leader teams.

All teachers and support staff are encouraged to consistently use the "free and frequent" acknowledgement system when positive behaviours are observed. Students are given a PBL ticket for entry into PBL incentives draws. Pairing the tangible ticket with a verbal description of the demonstrated behaviour clearly reinforces these expected behaviours to students.

A variety of incentives are offered including fortnightly draws for vouchers for the school canteen and local businesses, and term-based special activities and whole school participation events. Additionally, all collected tickets are entered into a semester draw, where students have the chance to win major items such as electronic devices and higher-value vouchers, donated by the local business community.

This comprehensive approach has significantly increased student engagement with the positive acknowledgement system. The number of PBL tickets collected has increased from 1200 in 2023 to an impressive 5000 in 2025, reflecting continued growth in the reinforcement of positive behaviours across the school community.

School Achievements

Through the implementation of these Teach, Practise and Acknowledge strategies as key features of the PBL Framework, Everton Park SHS has achieved significant improvements:

- 44% reduction in total behaviour incidents between 2023 and 2025
- 68% reduction in major behaviour incidents between 2023 and 2025
- 83% decrease in School Disciplinary Absences (SDA) between 2023 and 2025
- 87% of students responding to universal support in 2025 (0-1 major behaviour referrals)
- School Opinion Survey 2025:
 - 100% of students agree that *My school encourages students to respect one another*
 - 97.5% of parents say that *The expectations and rules are clear at school*
 - 92.3% of parents believe that *Student behaviour is well managed*
 - 97.6% of staff *Feel confident managing the behaviour of all my students*
- EBS Survey Tier 1 2026 'In Place' average 90% Schoolwide and 94% Classroom
- PBL Tier 1 fidelity benchmarks achieved (100% Tiered Fidelity Inventory)
- Improved Reporting outcomes: academic achievement, effort and behaviour
- QEW Survey 2026 showed significant improvement in wellbeing measures

SEMESTER 1 REPORTING	ACHIEVEMENT A-C (%)	ACHIEVEMENT A/B (%)	EFFORT A/B (%)	BEHAVIOUR A/B (%)
2023	79	45	70	82
2024	78	47	70	83
2025	85	56	77	88
2026 (Term 1)	88	60	83	92

This case study demonstrates how the responsive and embedded implementation of PBL at Everton Park SHS has fostered a positive school culture, improved student behaviour, and

engaged the entire school community. Continuing to build on the strong Tier 1 foundation ensures that a successful multi-tiered system, including targeted and intensive supports, will be achieved.