Positive Behaviour for Learning in Practice - Morningside State School

Morningside State School is a P–6 school located in metropolitan Brisbane, Queensland, with approximately 445 students.

Positive Behaviour for Learning provides our school with a clear and consistent framework for supporting students. By explicitly teaching expectations and working together as a staff team, we have created a predictable environment where students feel safe, respected and ready to learn.

Focus of Demonstration

Our focus is the consistent implementation of Tier 1 PBL systems that support all students. These systems include strong leadership support and teamwork, clear behaviour expectations and explicit teaching of positive behaviours. Student voice plays a key role in this work, with students contributing to behaviour lessons, assemblies and school messaging to help shape and reinforce our shared expectations.

Comments from latest school review:

"The school has a positive and welcoming environment with a calm friendly tone. Students express they are happy coming to school."

"Parents express that this is a great school for their child to attend.

Parents and staff speak proudly about how driven staff are to improve student outcomes."

"Staff describe a strong collegial culture. They acknowledge the visibility of leaders before school, at lunch times, and around classrooms. Staff articulate they enjoy working at the school and feel well supported by leaders."

"Staff members communicate they know students well and take the time to build positive relationships to support learning engagement."

Outcomes

Recent school data indicates:

- 86% of students responding successfully to Tier 1 universal supports
- 95% of school-wide and classroom systems in place
- 94% of students and 100% of staff report that expectations and rules are clear
- 93% of students and 98% of staff report feeling safe at school
- 97% of students and 98% of staff report respectful relationships are fostered
- Affirmation from latest school review *"Teachers and leaders explain they interrogate behaviour data in PBL meetings. The 'Big 5' behaviours, including 'When, Where and What' ,are used to inform targeted whole school teaching of expected behaviours."*

Systems in Practice

Leadership and Team Structures: PBL is prioritised within the school's improvement agenda. The Principal and Deputy Principal support implementation and participate in regular PBL meetings where staff review behaviour data, plan teaching and strengthen consistent practices.

Clear School-wide Expectations: RISE (Respect, Inspire, Support, Effort) expectations guide behaviour across all settings. A behaviour matrix defines these expectations and is displayed throughout the school, providing a shared language for staff and students.



Explicit Teaching of Behaviour: Expected behaviours are explicitly taught through weekly PBL lessons. These lessons are informed by behaviour data and focus on helping students understand what positive behaviour looks like in different school environments. Student leaders also contribute by sharing behaviour messages during assemblies and through student-created videos.

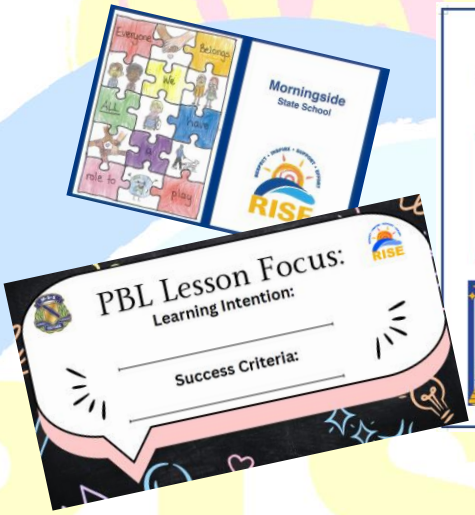


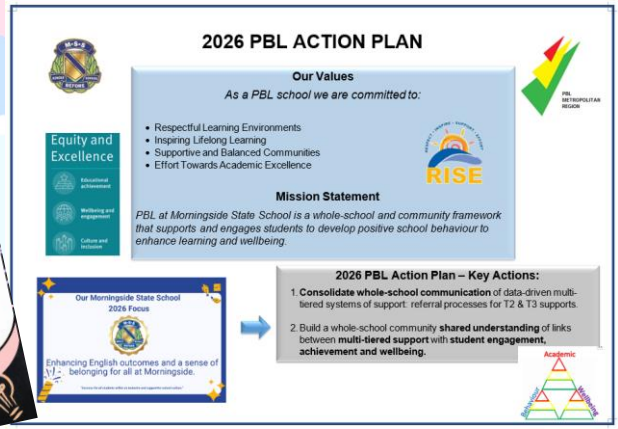
Acknowledging Positive Behaviour: Staff provide behaviour-specific feedback linked to the RISE expectations. Positive behaviour is recognised through Gotchas, student designed postcards, certificates and celebrations, reinforcing positive choices and building a culture of encouragement and belonging.

Consistent Responses to Behaviour: Clear procedures guide staff responses to behaviour. Minor behaviours are managed by teachers, while major behaviours are supported through office processes, ensuring consistent and fair responses.

Data-informed Decision Making: Behaviour data is reviewed regularly to identify patterns and guide planning, supporting targeted teaching and responsive adjustments to supervision and supports.

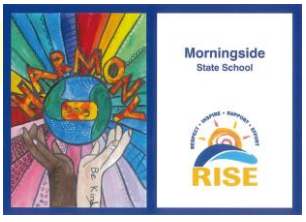






Key Learnings for other schools

Our experience has highlighted several important factors for successful implementation:



- Visible leadership support strengthens staff confidence and consistency.
- Building whole-school commitment to shared expectations is crucial.
- Student voice increases engagement and ownership of behaviour expectations.
- Regular use of behaviour data allows schools to respond proactively to student needs.
- Teaching behaviour expectations explicitly, just as academic skills are essential.
- Behaviour-specific feedback encourages students to make positive choices.