

Positive Behaviour for Learning (PBL)

PBL in practice

Pine Rivers Special School



Focus area

Developing staff capability in evidence-based behaviour support

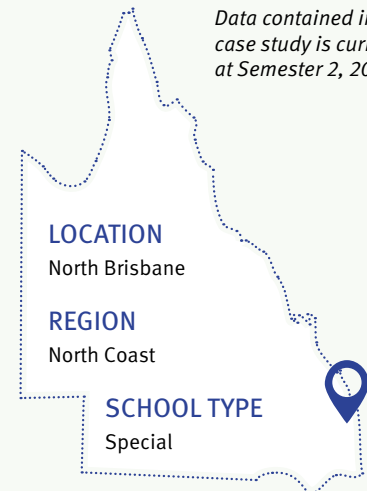
Achievements

- 93% of staff agreement that the school is a safe place to work in the School Opinion Survey
- Decrease in major behaviour incidents despite growing student enrolment
- Increase in number of students achieving C or above for maths and English

Strategies

- Focus on an instructional approach to behaviour
- Creation of a full-time PBL Pedagogical Coach role
- Building staff understanding of function of behaviour
- Clear guidelines and processes for data collection and recording
- Leadership support to build and maintain a representative PBL team
- Collaboration across the school, including with teaching and non-teaching staff, therapists and student council
- PBL information booklet and classroom pack shared with all staff
- Functional Behaviour Assessment (FBA) training for selected staff
- Quarantining of time and regular staff release for ongoing professional development and coaching
- Engaging parents through development of home-school expectations matrix

Data contained in this case study is current as at Semester 2, 2020.



STUDENT ENROLMENTS

229

INDIGENOUS ENROLMENT

11.8%

