

Positive Behaviour for Learning (PBL)

PBL in practice

Seaforth State School

Focus area

Creating a PBL Community



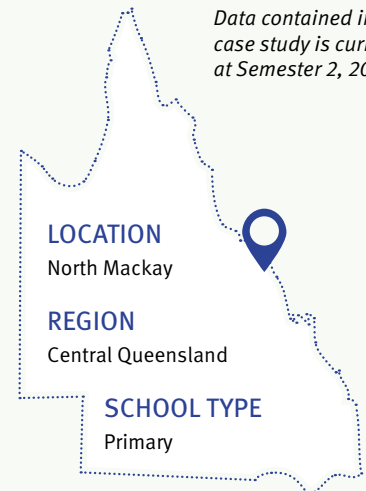
Achievements

- Annual reduction in minor behaviour incidents
- Annual reduction in major behaviour incidents
- 98% of students responding to PBL Tier 1 supports
- Increased understanding of positive behaviour support principles and practices (staff and community)
- Consistent referral system in place

Strategies

- Induction processes implemented for new students and families
- Professional development for teaching and non-teaching staff based on identified needs from data
- Regular review of behaviour data to identify support needs
- Teaching of expectations to students based on data
- Time provided in staff meetings for ongoing professional development and discussion of data
- Review of schoolwide reinforcement system to raise public profile and to ensure rewards are valued by students
- Funding for PBL implementation allocated

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



STUDENT ENROLMENTS

62

INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE (ICSEA)

974

