

PBL in practice

Pine Rivers Special School



Focus area

A systems approach to classroom management

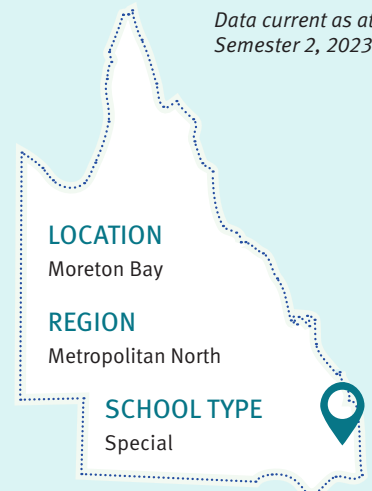
School achievements:

- improved consistency in implementing evidence-informed classroom management practices
- staff reported better wellbeing and more positive attitudes towards work
- 23% increase in classroom behaviour systems in place (Effective Behaviour Support Survey)
- PBL Tier 1 fidelity benchmarks achieved and maintained (Tiered Fidelity Inventory)
- reduction in major behaviour incidents following focus on effective classroom management
- increase in number of students achieving marks of 'sound' or above in English and mathematics.

Strategies implemented:

- increased staffing allocation for pedagogical coaching
- assessment of student achievement data
- use of behaviour data to inform curriculum planning
- delivery of professional development for all staff on evidence-informed practices for classroom management
- additional mentoring and coaching provided to some staff.

Data current as at Semester 2, 2023.



STUDENT ENROLMENTS

286

INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE (ICSEA)

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