

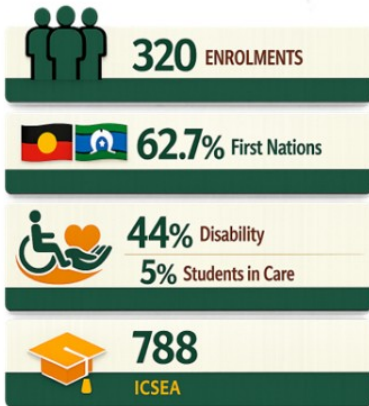


Rasmussen State School

PBL in Practice



Our context:



What are we doing:



What are we seeing :

Staff, students and parents have reported through School Opinion Survey an increase in confidence in the concept of Fairness/ Clarity of Rules



Decrease in major behaviour incident consistent across the last 3 years.



"The explicit teaching of PBL lessons on a weekly basis has seen a marked reduction in student referrals from my classroom."
Yr 6 classroom teacher.



Our advice :



1. SYSTEMS THAT TEACH



- Behaviour expectations are explicitly taught, modelled, and reinforced across all school settings.



- Behaviour responses are planned, consistent, and responsive to student needs.



2. DATA THAT DRIVES DECISIONS



- Teams use behaviour data to identify priorities, target supports, and guide decision-making.



- Decisions are informed by evidence and patterns rather than assumptions.



3. SUPPORT THAT BUILDS CAPACITY



- Professional learning, coaching, and support build staff capability and consistent practice.



- Ongoing support ensures sustained implementation across the school.



When these three domains work together, we create positive, predictable and inclusive schools where every student can thrive.

