

## **What is Positive Behaviour Learning?**

Positive Behaviour for Learning (PBL) is an evidence based whole school process to improve learning outcomes for all students. Positive Behaviour for Learning brings together the whole-school community to create a safe, positive learning environment that enables student learning and wellbeing.

When PBL is implemented, teachers and students have more time to focus on relationships and classroom instruction. Some of the benefits for students and staff are:

- reduced problem behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time.

PBL can be implemented in any school setting to support students from pre-school through to Year 12. In fact, many schools in our local area also use the PBL approach. The PBL framework supports schools to identify and successfully implement evidenced-based whole-school practices that enhance learning outcomes for children and young people.

## **Keys to successful implementation**

Implementation of PBL requires the commitment of the whole school community including staff, parents and students. Collaboratively developing the key aspects of our PBL process is important for creating a positive, safe and supportive learning environment.

Key aspects include:

- developing and using a common vision, language and experience to support PBL implementation
- stating clear expectations of students and staff
- collaborating with all staff to plan and implement PBL
- developing a team approach, with regular meetings
- creating, reviewing and revising a plan of action
- collecting and using data for decision making and refining the process.

## **How long does it take to implement PBL?**

PBL is a process, not a program. The length of time it takes to start implementing well varies by school. Schools typically take between 3 months to 2 years to fully implement the essential features of the whole school approach. The implementation process is ongoing and constantly modified to meet the changing needs of the school and to respond to feedback.

## **Where is Mapleton State School in regards to developing Positive Behaviour Learning (PBL)?**

Mapleton State School is in the early stages of developing a universal or whole school approach to positive behaviour learning. We have been working on the development of a consistent approach across all year levels and strategies for celebrating positive behaviour across the school. This was shared with parents before the trial began in 2018 and throughout term 1 of the 2019 school year.

Even though Mapleton State School endeavours to teach all students to intrinsically choose positive behaviours that support their academic, social and emotional abilities, there are still many students who need extrinsic motivators to pattern positive school behaviour. We have developed the 'Top of the Range', which includes consistent language, visual prompts and a rewards day. Our rewards day provides a chance to celebrate positive behaviour choices across the school. The 'Top of the Range' visual prompt is on display in every classroom and helps to reinforce and consistently communicate to students our behavioural expectations.

The 'Top of the Range' behaviour system is only one small part of the school's approach to Positive Behaviour Learning. As part of PBL, Mapleton State School is committed to meeting the learning and behavioural needs of *all* students. For this to occur, the school not only focuses on Whole School approaches to PBL, but understands there is a need for targeted and intensive support systems. Staff praise students on a regular basis. This is done verbally, through 'Gotchas', shout outs or sometimes a postcard sent home to parents.

Just as further support and intervention is given to a student who has difficulties with their learning, at Mapleton State School support is also given to students who have difficulty maintaining positive behaviour choices. When a child displays inappropriate behaviour, we aim to help them identify the behaviour and develop strategies for making positive behaviour choices in similar situations in the future. Our goal is to help our students develop the skills to learn and interact positively with others. Therefore, individual reward systems and individual behaviour support plans are needed so that these students are able to develop and shape their current behaviours to those behaviours that are more positive to learning and working with others. These individual reward systems and support plans are written with the support of parents and specialists in the area of behaviour (internal or external support personnel). For those students who need intensive support, they will often require the support of external services as well. These may include the support of their local doctor, paediatrician, psychologist, occupational therapist, speech therapist and various family support agencies depending upon the individual's needs.

We will continue to share further Positive Behaviour Learning practices and processes at Mapleton State School with parents and the community. Our goal is that working together, our school community can continue to respond positively and support our journey in establishing positive practices that enhance student learning and potential.