School Wide Positive Behaviour Support

WOODY POINT SPECIAL SCHOOL

2014
Schoolwide Positive Behaviour Support (SWPBS)

**SWPBS is...**
A process for teaching expected social emotional behavioural skills so the focus can be on teaching and learning.

For all students, all staff and all settings in the school.

A process to change the social culture of a school through decreases in office discipline referrals and increase in positive climate, evidenced by:
- Student satisfaction
- Parent satisfaction
- Staff satisfaction

**SWPBS is not...**

"SWPBS is not a program – it doesn’t come in a box or a tin and has no expensive folders or DVDs.

It's not about giving out rewards “willy nilly” or being a sickeningly nice teacher" – Laura Riffel
**Schoolwide Positive Behaviour Support (SWPBS)**

**Strengthening Culture**

Schools implementing SWPBS spend a lot of time focusing on what is important and relevant to the local culture.

“Family and community value systems, the languages of the community – the kinds of things students bring to class from their families and communities – are built into our schoolwide and individual interventions.”

—George Sugai

**Frequently asked questions**

**What is SWPBS?**
- **Schoolwide**: Durable changes involving all students, all staff, all settings.
- **Positive**: Explicitly teaching and acknowledging expected social behaviour and emotional self-discipline.
- **Behaviour**: Focusing on what we do, how we do it, when we do it and how we feel about it.
- **Support**: Ensuring that our interventions improve the quality of life for the whole school community.

**What does SWPBS look like in a school?**
- There is an orderly environment.
- Social expectations and rules are clear.
- Relationships are positive.
- There are high expectations for behaviour and learning.

**How does SWPBS work?**
A school team led by the Principal supports all staff to implement SWPBS strategies across the school.

**How are parents involved?**
Parents are welcome at the school and parent representatives invited on to the team leading implementation.

**For further information and support**
Talk with your regional SWPBS Coordinator about general information and training schedules:

Visit the Department of Education, Training and Employment website:
Aims and objectives

The primary aim of SWPBS is to improve educational outcomes for students. It achieves this through:

- prevention of behaviour problems and management of existing issues positively and consistently
- developing skills and knowledge in schools for better teaching and learning
- creating and maintaining a better school environment for students, teachers and the whole school community
Our School Rules

Woody Point Special School
Peli-can

I can be SAFE

Woody Point Special School
Peli-can

I can be a LEARNER

Woody Point Special School
Peli-can

I can be RESPECTFUL
What is SWPBS?

- SWPBS provides schools with a decision-making framework that uses data to guide selection and implementation of the best evidence-based academic and behavioural practices across the whole school.

- SWPBS was developed over 20 years ago, and is now internationally recognised and used in most other Australian states.
# Woody Point Special School

**SWPBS Team**

<table>
<thead>
<tr>
<th>COMMITTEE MEMBERS</th>
<th>SWPBS COMMITTEE ROLE</th>
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<tbody>
<tr>
<td>Tracey Ibrahim</td>
<td>Chair person</td>
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<tr>
<td>Carol Bucton</td>
<td>Communication coordinator</td>
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<tr>
<td>Kim Kelly</td>
<td>Communication (ECDP)</td>
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<tr>
<td>Elaine Baulk</td>
<td>Communication (Teacher Aides)</td>
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<tr>
<td>Erin Hall -Myers</td>
<td>Minute recorder</td>
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<tr>
<td>Julianne Grice</td>
<td>Minute recorder</td>
</tr>
<tr>
<td>Debra Butterworth</td>
<td>Committee member</td>
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<tr>
<td>Carla De Beus</td>
<td>Committee member</td>
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<tr>
<td>Sheldon Hooper</td>
<td>Committee member / mascot</td>
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<tr>
<td>Jan Baildon</td>
<td>Committee member /cheerleader</td>
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<tr>
<td>Leanne Kennedy</td>
<td>SWPBS Coach</td>
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School Wide Positive Behaviour Support.

- School Wide Positive Behaviour Support (SWPBS) is a framework that helps schools to plan and implement practices across the whole school, to improve educational and behaviour outcomes for all students.

- The SWPBS framework is founded on a positive approach to whole school wellbeing with targeted approaches for students with higher levels of need.
SWPBS levels of prevention and support.

Continuum of School-Wide Instructional & Positive Behavior Support

- **Tertiary Prevention:**
  - Specialized
  - Individualized
  - Systems for Students with High-Risk

- **Secondary Prevention:**
  - Specialized Group
  - Systems for Students with At-Risk Behavior

- **Primary Prevention:**
  - School-/Classroom-Wide Systems for All Students, Staff, & Settings
SWPBS is not a package or a program

- It is a blueprint of agreed upon shared actions.
- It is about building upon what we have and reflecting on its effectiveness.
- Developing processes that improve behaviour and student outcomes.

It is not:
- A Band-Aid
- An add-on
- Throwing out the baby with the bathwater
- Criticism
Why are we here?

If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we...
Positive behaviour doesn't just happen. Students need to know the expectations and what positive behaviour looks like.
Where are we at Woody Point?

- The SWPBS is in the beginning phase.
- A SWPBS team has been established and roles decided.
- The team is learning what SWPBS is and how to develop a framework for our school.
- We are presently looking at all areas of the school and the behaviours that are problematic in each area and developing a matrix using this information to help guide the process.
- Using the data to develop common language.