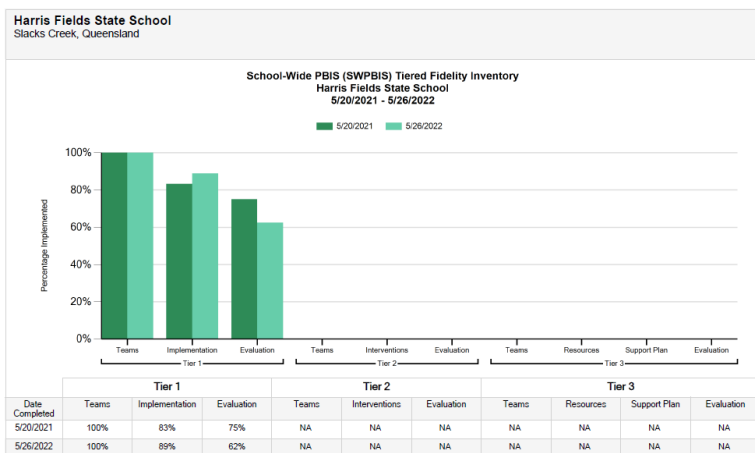


Positive Behaviour for Learning (PBL)



PBL Annual Report Harris Fields State School

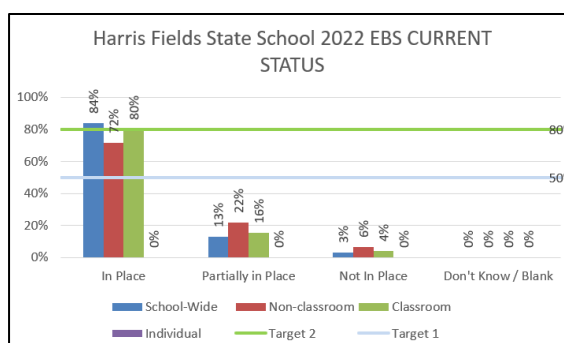
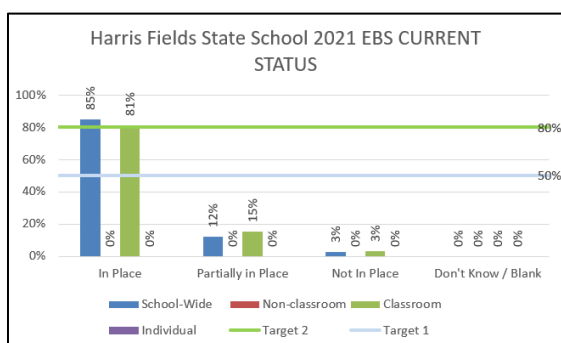
How are we implementing PBL Tier 1 at our school?



The annual TFI (Tiered Fidelity Inventory) is a reliable and efficient tool used by the PBL team to measure the fidelity of PBL implementation. The benchmark for this data is 70%. This year, the TFI indicates that we are implementing Tier 1 with fidelity overall at 86% (Above benchmark). The table to the left shows our sub strands score and analysis of each feature in comparison with our 2021 results. As this data set is collected in May, it informed our priorities and action planning for the remainder of the year. Our team has begun work in the Tier 2 and 3 spaces this year and will be ready to collect and share data at the end of 2023.

Our annual Effective Behaviour Support Survey (shown below) indicates that according to staff, we have strong

schoolwide and classroom systems. It has also shown an area for improvement in our non-classroom settings which our team has used to action plan from this year. The data also indicates staff priorities for improvement, which has been actioned by the PBL team. As shown below, our EBS data has maintained its position above 80% in our schoolwide and classroom systems from 2021.

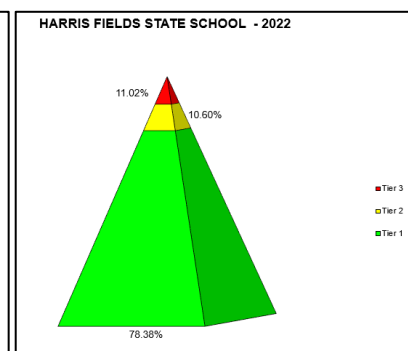
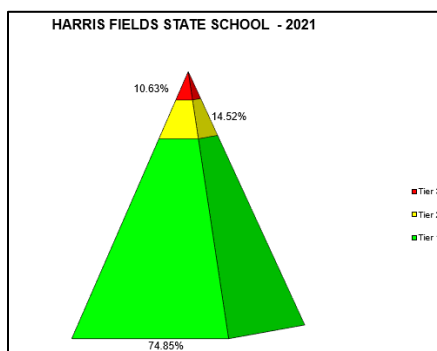


Celebrations

We are extremely proud of the combined effort of staff and students this year to solidify our universal PBL Tier 1 systems and practices, as well as beginning to develop systems within our Tier 2 and 3 supports. Every student at Harris Fields has access to explicit teaching and reinforcement of expected behaviours and proactive supportive correction. Harris Fields has worked hard to ensure that we have a consistent and positive approach to discipline, which has made a huge difference for our students and contributed to a positive school culture. We have also worked hard to develop multiple systems to assist the small percentage of our school community who require more support than Tier 1 universals. These systems will continue to be developed and improved next year to ensure both staff and students feel safe and supported, with positive learning and behavioural outcomes for all students.

What is our office referral rate?

We have seen an increase of students responding positively to Tier 1 universal supports. Benchmarks should see 80% accessing universal supports (Green), 15% accessing targeted support (Yellow), and 5% accessing the individual support (Red). We have also seen a decrease in students requiring Tier 2 supports. This data has given our team guidance for next year where we will be prioritising early intervention to prevent students requiring Tier 3 supports.



What is our attendance rate?

Year Level	2021 Average %	2022 Average %
Prep	85.4	81.9
Year 1	87.4	83
Year 2	87	83.6
Year 3	86.6	84.5
Year 4	87.5	82.7
Year 5	86.2	85.5
Year 6	86.8	82.7
Whole School	86.7	84

Our goal for attendance is 94% however, our school average across this year was 84%. We implement a clear attendance policy, that is shared with staff and families each year. We maintain positive, respectful and collaborative relationships with our parents and caregivers regarding their child's wellbeing, attendance and schooling. We also use student attendance trackers twice a term and students who have attended school for 94% each 5-week period are invited to participate in a reward session with their peers. Unfortunately, the table to the left indicates a decrease in 2022 attendance rates overall. Our goal for next year will be to have an overall school attendance rate of 94% and our action planning will build towards this goal.

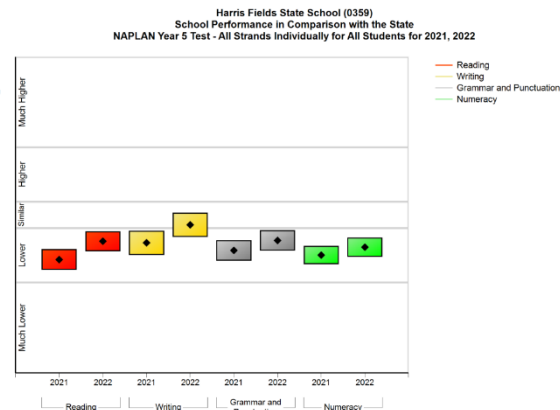
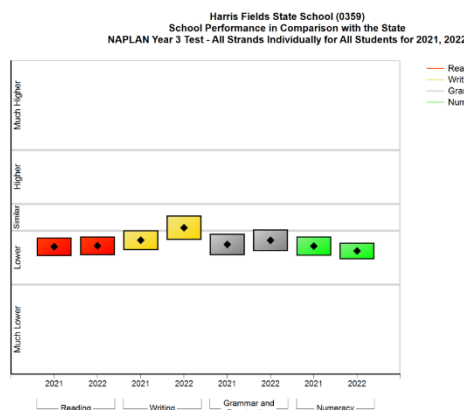
How does the community view behaviour at this school?

Our community of staff, students, families and carers give our school feedback each year (School Opinion Survey). The table to the right shows responses from staff, students and families in relation to behaviour. As we can see the data has, on the whole, increased from 2021 to 2022. This data also shows areas for improvement within each focus group, specifically, fairness of student treatment from the perspectives of families, clarity of expectations and management of behaviour from the perspectives of students, and management of behaviour from the perspective of staff.

Statement	Parents/caregivers		Students		Staff	
	2021	2022	2021	2022	2021	2022
The expectations and rules are clear at this school.	96.0	100	97	95.2	97.6	97.4
Teachers at this school treat students fairly.	98.0	97.7	72.2	85.5	85.7	87.2
Student behaviour is well managed at this school.	87.2	100	59.4	67.8	76.2	74.4

What are our academic outcomes?

As PBL stands for Positive Behaviours for Learning, students' academic outcomes are a main priority. Student data is tracked closely and year level teams develop effective support to ensure every student succeeds. Below are our year 3 and 5 NAPLAN data results. Our year 3 data showed an increase in students writing compared to the 2021 cohort, while all other areas remained similar. The year 5 data showed improvements in all areas compared to the 2021 cohort.



What are our priorities for 2023?

1. Present data to staff and engage them in data-based discussion making about current challenges. Involve staff in consultation/collaborative decision making on a monthly basis.
2. Ensure teachers can access advice/support and have opportunities for observation/feedback, or coaching.
3. Continue to provide clarity and capacity building around preventative strategies and consequences.

We value your input

If you have any feedback or ideas about how to improve PBL implementation at our school, please contact:

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We welcome new team members and working group participants, both teachers and parents/carers. Please let us know if you have any desire to join our team and share your thoughts and opinions with us.