Quakers Hill High school

PBL Policy

2015

Last Revision
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By: R Mahon
Rationale

Positive Behaviour for Learning (PBL) is an ongoing dynamic process that works towards the creation of safe and effective learning environments through the development of expectations, routines and restructured systems to support students in maximising their opportunities for academic and social success.

Positive Behaviour for Learning supports all students and all staff across all settings. It incorporates a team-based process that is designed for systemic problem solving, planning, and evaluation. It is an approach to creating an environment within which staff are trained in:

- effective behaviour education principles and practices
- systems change
- the practical application of research-validated instruction and management practices.

The purpose of school-wide PBL at Quakers Hill High School is to establish a climate in which appropriate learning behaviours and pro-social interpersonal relations are the norm.

At Quakers Hill High School PBL expectations are framed by the acronym SMART (Safe, Motivated, Academic, Respectful, Tolerant).

PBL Goals

- Build systems which support the learning of staff and students
- Create environments that encourage pro-social behaviour.
- Teach all students, staff and school community members the SMART expectations.
- Provide a continuum of behaviour and learning support to students who require higher levels of intervention in order to be successful.

Roles and Responsibilities

PBL Team

- meet fortnightly throughout the term
- regularly analyse harvested data
- use data to determine focus initiatives
- plan fortnightly SMARTIE focus areas for each semester
- plan fortnightly PBL focus areas for explicit SMART instruction
- plan term by term trivia contests based on SMART and world trivia
- develop relevant lessons based on the PBL script outline
- evaluate lessons and regularly critically evaluate success of initiatives
• seek feedback from faculties and staff via surveys, discussions
• provide regular research based (internal and external) TPL to support and develop staff in their classroom management practice
• keep and publish regular minutes

PBL Chairperson Responsibilities (with support of Supervising Senior Executive)

• conduct staff SMARTIE draws and relieve winners in selected duty
• conduct student SMARTIE draws, announce winners and provide canteen cards
• keep a record of PBL active contributors and recognise contribution
• develop fortnightly agenda, run meetings, allocate roles
• complete a comprehensive annual data review to present to staff/ senior executive
• attend Collegiate PBL meetings
• arrange for annual SET evaluations and publish results
• write an annual CONTACT article on SMART initiatives throughout the year
• ensure that SMART focus is published on SENTRAL noticeboard each fortnight and on electronic noticeboard
• review all lessons for instructional quality, relevance, ease of technology. Review all slides and lesson publications for grammar and spelling
• develop a budget to support SMART initiatives, planning days etc.
• lead two planning days per year with a focus on critical reflection, strategic direction, targeted planning and resource creation
• ensure all SMART publications are saved in the PBL folder (Common drive/Student/PBL)

Teaching Staff Responsibilities

• actively engage in teaching the fortnightly lessons provided by the PBL team
• actively engage in professional development targeting SMART routines, expectations and school structures
• follow the SMART structures developed for the classroom
• use the SMARTchart, choice theory and to encourage and demonstrate pro-social behaviours
• place students on Yellow Cards in accordance with SMARTchart and to inform parents of student status via SENTRAL letter or phone call
• keep HT informed of status of students on Yellow Cards i.e. whether improved or worsening
• demonstrate SMART in their own interactions with other staff, students and parents
• encourage pro-social behaviours via handing out SMARTies
• know, understand and follow SMART across all areas of the school
• enter clear records of any positives/negatives or neutral contacts in SENTRAL
• use the language of SMART in all choice based discussions with students

Head Teacher Responsibilities
• encourage and support roll call staff in their teaching of the fortnightly lessons
• ensure that casual teachers on roll call on a SMART lesson day are set up for the lesson and supported in the lesson delivery
• encourage, support and monitor staff in entering clear and accurate records into SENTRAL
• sign awards and enter relevant merit data
• model SMART/choice interview with student when negotiating focus behaviours for card (only where necessary for new staff member/ECT or where a problematic relationship exists)
• support staff in placing students on Yellow Cards (monitored by the teacher)
• place students exhibiting ongoing negative behaviours on an Orange card / organise the withdrawal, phone contact home and notify the relevant DP
• ensure all faculty classrooms display whole school SMART publications as provided to staff
• use SMART scripts were appropriate (assembly, examinations)

Senior Executive Responsibilities

• use the language of SMART in all discussions with students
• promote and model SMART in all professional interactions
• support and encourage the implementation of all SMART initiatives
• place SMART at the centre of all high level disciplinary interventions
• support and encourage the meeting of all SMART targets across the school

Parents

• support the school community’s implementation of SMART via encouraging their child to exhibit SMART behaviours
• encourage SMART and pro-social behaviours
• engage in non-confrontational discussions about their child’s behaviour and to seek to resolve behavioural issues positively for all key stakeholders
• recognise that non-SMART behaviours affect the learning of their own child and impact negatively on the learning of others
• contact the school regarding letters or attempted contacts regarding negative behaviours

Students

• know, understand and articulate what SMART means and why it is important
• strive to engage in non-confrontational discussions about their behaviour and to seek to resolve behavioural issues positively
• ensure that their parents receive any letters or communications that are sent home with the student
• demonstrate SMART behaviours in all school settings
• respond positively to SMART interventions
• engage in SMART lessons
• submit all merits/SMARTies and aim to achieve the higher levels of certification