

School-wide Positive Behaviour for Learning Team – Action Plan

School:

Date:

Leadership	Goals Examples: <ul style="list-style-type: none"> • Principal support and participation • Core team established • Roles and responsibilities • Scheduled meetings • Defining team norms or agenda format • Developing and following an Action Plan • Disseminating information and presenting data • Receiving feedback from stakeholders • Plans developed for training staff and students • PBL launch within school community 	Steps, resources and professional learning	Who is responsible?	When will it be started?	Evaluation measure and evidence	Review Status A – Achieved/maintain I – In progress N – Not achieved	
				When will it be completed?		Semester 1	Semester 2
Principal and executive support, participation and leadership							

Defining expected behaviour	Goals	Steps, resources and professional learning	Who is responsible?	When will it be started?	Evaluation measure or evidence	Review Status A – Achieved/maintain I – In progress N – Not achieved	
	<ul style="list-style-type: none"> Defining school-wide expectations 3-5 in number, 1-3 words per expectation, positively stated Mutually exclusive Contextually or culturally appropriate Agreement by >80% of staff Develop visuals School behaviour matrix Defining specific behaviours Observable, Measurable, Understandable, Always applicable Routines and procedures for non-classroom settings 					When will it be completed?	Semester 1

Teaching expected behaviour	Goals	Steps, resources and professional learning	Who is responsible?	When will it be started?	Evaluation measure/ evidence	Review Status		
	<ul style="list-style-type: none"> Lesson design, Define or tell Matrix expectation Specific skill in context Teach and show Example and non-example Check for understanding Practise, Monitor, re-teach School-wide lesson schedule Pre-correct or remind Active supervision Provide feedback Re-teaching 			When will it be completed?		A – Achieved/ maintain I – In progress N – Not achieved	Semester 1	Semester 2

Encouraging expected behaviour	Goals	Steps, resources and professional learning	Who is responsible?	When will it be started?	Evaluation measure/evidence	Review Status		
	<ul style="list-style-type: none"> • Vocabulary reinforcement • Effective positive feedback encouragement • Acknowledgement • Specifically describe the behaviour • Ratio of 4 positives to 1 correction • Tangible reinforcers • A continuum or menu of reinforcers <ul style="list-style-type: none"> ○ Level 1 Free and frequent – all staff use every day ○ Level 2 Short term intermittent – awarded occasionally ○ Level 3 Strong and long term – term or annual • Encourage self-determination 			When will it be completed?		A – Achieved/maintain I – In progress N – Not achieved	Semester 1	Semester 2

Responding to inappropriate behaviour	Goals	Steps, resources and Professional learning	Who is responsible?	When will it be started?	Evaluation measure/ evidence	Review Status A – Achieved and maintain I – In progress N – Not achieved	
	<ul style="list-style-type: none"> Establish systems for responding to inappropriate behavior – flowchart Behaviour defined as major/minor Consequences hierarchy developed for classroom and office referrals An effective choice or consequence Professional development on behaviour management Immediate and followed through Calm positive or neutral in tone Clear, specific, easy to understand Preserves student’s dignity Doesn’t harm motivation to learn Logical consequence 			When will it be completed?		Semester 1	Semester 2

Classroom systems	Goals <ul style="list-style-type: none"> • Positive climate and relationships, organization of space • Behaviour management • Expectations and rules • Using classroom data • Procedures and routines, clear and functional • Continuum of strategies to acknowledge appropriate behaviour • High rates of positive reinforcement • Active supervision • Techniques for effective transitions • Multiple opportunities to respond • Activity sequence and offering choice 	Steps, resources and professional learning	Who is responsible?	When will it be started?	Evaluation measure/ evidence	Review Status A – Achieved/ maintain I – In progress N – Not achieved	
				When will it be completed?		Semester 1	Semester 2

Data-based decision making	Goals	Steps, resources and professional learning	Who is responsible?	When will it be started?	Evaluation measure/evidence	Review Status		
	<ul style="list-style-type: none"> Data for decision making established: 5 basic reports – day/week, location, type of behavior, student, time of day – analysed at least monthly Identify what needs to be modified, maintained and terminated PBL evaluation tools <ul style="list-style-type: none"> School-wide Evaluation Tool (SET) Self-Assessment Survey (SAS) Benchmarks of Quality (BoQ) Tiered Fidelity Inventory (TFI) 			When will it be completed?		A – Achieved/maintain I – In progress N – Not achieved	Semester 1	Semester 2

Stakeholder engagement	Goals <ul style="list-style-type: none"> • Engaging staff • Engaging students • Engaging families/carers • Engaging community 	Steps, resources and Professional learning	Who is responsible?	When will it be started?	Evaluation measure/evidence	Review Status	
				When will it be completed?		Semester 1	Semester 2

Sustainability	Goals <ul style="list-style-type: none"> • Team sustainability • Sustainability of systems and processes • Building capacity of all staff and students 	Steps, resources and professional learning	Who is responsible?	When will it be started?	Evaluation measure/ evidence	Review Status	
				When will it be completed?		Semester 1	Semester 2