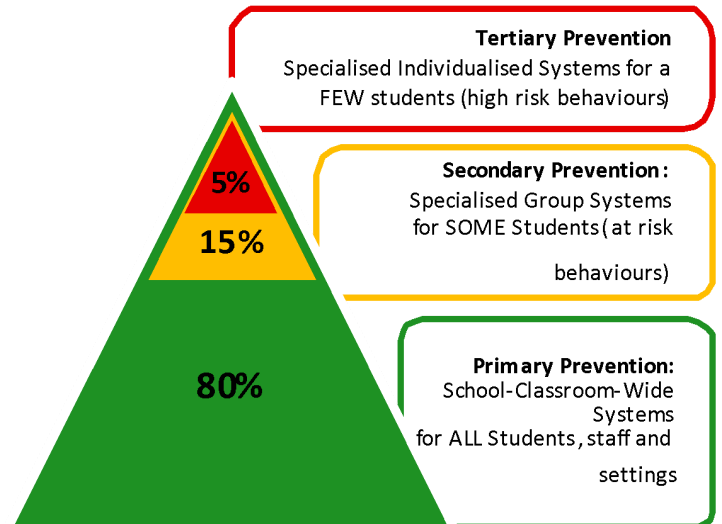*At Newham Primary School, we have been implementing, building and updating our School Wide Positive Behaviour Support since 2018. We have received a Gold Award for our SWPBS program from the Department of Education, reflecting our ongoing commitment to supporting positive student behaviours.*

School Wide Positive Behaviour Support

School-Wide Positive Behaviour Support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

SWPBS uses a tiered intervention framework which invests primarily in proactive prevention for all students, while also identifying and providing targeted supports for students at risk of, or with, significant behaviour support needs.

Tertiary Prevention
Specialised Individualised Systems for a FEW students (high risk behaviours)

5%

Secondary Prevention:
Specialised Group Systems for SOME Students (at risk behaviours)

15%

Primary Prevention:
School-Classroom-Wide Systems for ALL Students, staff and settings

80%

Our Values

Respect   Unity   Excellence   Resilience   Responsibility

Essential Features

Implementation of SWPBS requires a significant commitment by the whole school community. All SWPBS schools implement the Seven Essential Features of Universal Prevention. Our team worked hard this year on embedding SWPBS processes across the essential features, here is some of what we worked on:

EF1

Common language, vision and experience:
- Values embedded throughout the school
- Positive and proactive philosophy

EF2

Leadership and school wide support:
- Dedicated SWPBS team time allocated in staff meetings and curriculum days
- Teachers completed four days of training in the Berry Street Education Model, embedding their understanding of trauma-informed practice
- Inductions of new, CRT and ES staff members into SWPBS processes
- Explanations of each of the essential features of SWPBS in the newsletter throughout semester 2

EF3

Clearly defined set of expected behaviours:
- Updated the school matrix

EF4

Teaching Expected Behaviours:
- Updated scope and sequence and lesson plans for Rock Solid Start
- Fidelity checklist for teaching the expected behaviours and routines
- Targeted reteaching of expected behaviours following incident data analysis and solution planning

EF5

Acknowledging Expected Behaviours:
- Use of Value Cards to acknowledge positive behaviour in the yard
- Introduction of a whole-school tally system for acknowledging and encouraging positive behaviours in the classroom, with early play and class celebration rewards
- Prioritisation by staff on sending positive behaviour messages home to families - with more than 700 messages going home over semester 2!

EF6

Responding to Inappropriate Behaviours:
- Review of the minor and major behaviour definitions, and staff clarification on the responses to inappropriate behaviour flow chart
- Linking Berry Street Education Model strategies and approaches into our response to inappropriate behaviour

EF7

Ongoing Monitoring:
- In Semester 2, conducting Big 5 Data Review & Solution Planning protocol to identify problem behaviours, develop solutions and evaluate effectiveness as a team
- Fidelity checklists for teachers to keep track of, and review, their implementation of SWPBS in the classroom
- Weekly tracking of positive behaviour acknowledgements sent home
- Tiered Fidelity Inventory completed mid-year
- Self-Assessment Survey completed by all staff mid-year
- End of year staff, family and student surveys conducted

Fidelity

Schools use a range of data tools to measure the fidelity of implementation of SWPBS. These include the Tiered Fidelity Inventory (TFI) and a series of Self-Assessment Surveys (SAS) which measure staff perceptions of implementation.

Tiered Fidelity Inventory (TFI) data has shown good implementation in 2025.

			Date:	5.8.2025
Walk Through Interview Question	Staff Questions	Staff who knew at least 63% of rules		100%
		Staff who taught the rules/expectations		100%
		Staff who have given awards		100%
	Student Questions	Students who knew at least 63% of rules		95%
		Students who have received rewards		100%

| Tier	Subscale	
		5.8.2025
I	Teams	50%
	Implementation	83%
	Evaluation	63%
	Tier I Mean	73%

Self-Assessment Surveys (SAS) data has shown we have excellent implementation in the school-wide and non-classroom settings we've been working on since 2018, and very good implementation in the classroom. Our strengths lie in a strong SWPBS team, clear behaviour expectations and our student feedback and acknowledgement systems.

Overall Progress

System	School-Wide	Classroom Systems
Implementation average of features 'In Place'	83%	70%

School Snapshot

The following graph illustrates the three features that the most staff at your school agree to be 'In Place' in School-wide Systems.

Top 3 'In Place' Features

- 100% Team Composition
- 100% Behaviour Expectations
- 100% Feedback and Acknowledgment
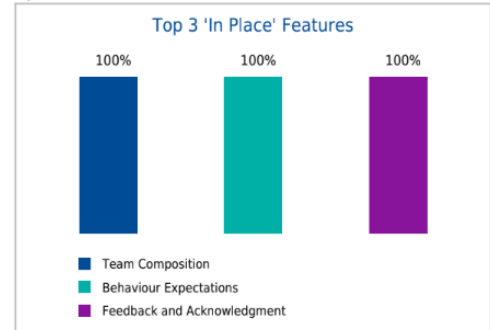
The following graph illustrates the three features that staff at your school are most likely to have rated as 'High' priorities for improvement in School-wide Systems.

Top 3 'High' Priorities for Improvement

- 57% Behaviour Data System
- 43% Data-based Decision Making
- 43% Fidelity Data
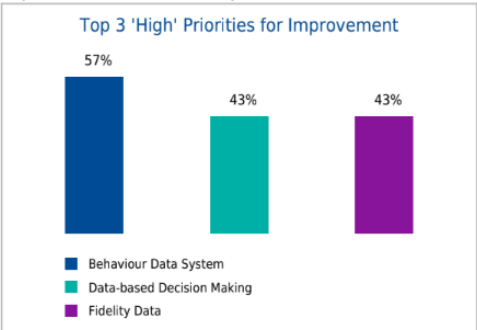
Impact

Our end of year surveys highlight student, staff and family appreciation of the SWPBS system, remarking on how it supports learning, safety and wellbeing at school.

Students: What is a strength of SWPBS?

people if they're mean it's unfair for the other kids and the teachers really help them when they need it. it helps the students a lot and focus

You get your work done

Treating other people how you want to be treated

You get cards

That we don't have to stay inside if we listen

Getting cards

They do it friendly

They are fair

That they don't give a really harsh punishment

Helping people that need help

No one gets hurt and people can learn and not be silly then not know anything!

Makes people aim to get a card

That everyone actually has to earn an award and they just don't get it handed

It's kind. If they have a try you can move them up on the wheel

Responsibility

Because it helps me learn

They do it in a nice way

We don't get in trouble. Teachers give good reminders

Working together

They make sure it's fair for everybody

They do it fairly

Families: What is a strength of SWPBS?

Encouraging

Community, flexibility

The school provides a safe and supportive environment. I believe NPS students and teachers have a great relationship which provides the students with a safe space to discuss issues or events that have bothered them.

Clear and easy to understand for kids. Immediate follow through by teachers.

Consistency of reinforcing expectations and displaying behaviours aligned with the school values by staff, parents and students.

The kids really love getting recognised for good behaviour and the class parties are always a highlight. It's so nice to hear that my kids are behaving well too, and I love hearing that positive behaviour is valued at the school.

Clear values and good communication

Staff: What is a strength of SWPBS?

Rewards and praise. The support to help kids feel intrinsically good about themselves and their achievements. The priority focus on kindness and treating others well.

Consistent approach, shared understanding of what our expectations are

Shared understanding and clarity around how we manage behaviour at this school

expectations are organised and clear for staff and positive behaviour is consistently encouraged to be acknowledged

Love that it teaches how to do things, rather than what not to do.

Clear expectations and focus on who's doing the right thing

Looking Ahead

Moving forward, following survey responses, our data, and in consultation with our coach, our next steps in 2026 will be…

- Update the whole-school matrix of behaviour expectations to be more focussed and more child-friendly, and more tightly integrated with Kimochis and the Berry Street Education Model. This will help staff to consistently rely on this language when teaching, reminding and acknowledging positive behaviours.

- Clarify consistent, predictable routines between staff as a whole school, for exits, entrances, transitions and getting ready for learning. These help create a sense of safety and security for children.

- Review our SWPBS whole-school values to ensure they're the right fit for our current community

- Maintain consistency in our response to inappropriate behaviours, collect incident data and work through solution planning to support positive behaviours

- Continue to prioritise sending acknowledgements of positive behaviours to families

- Further build community understanding of our evidence-based approach to behaviour management