



Positive Behaviour for Learning (PB4L)

Key Messages and Data

PB4L School-Wide – description

- PB4L School-Wide offers primary, intermediate, and secondary schools a way of building a consistent and positive school-wide climate to support learning based around shared values and behaviour expectations. It aims to engage the whole school community in adapting school structures, practices, and philosophies related to behaviour, and in developing systems that everyone can use in a consistent way.
- Each school forms a team to implement PB4L School-Wide in a way that is collaborative, data-driven, and problem-solving. School staff are offered a package of training and support which includes training days, cluster meetings with local schools, and access to regionally-based School-Wide Practitioners who work with schools as they implement PB4L School-Wide.
- PB4L School-Wide typically takes 3-5 years to implement and embed fully but schools can expect positive effects in a much shorter timeframe.
- PB4L School-Wide began in New Zealand in 2010. As at 31 January 2016, 629 schools have joined School-Wide. Of these, 612 schools are actively engaged. An additional 17 schools have received training but have either withdrawn from receiving Ministry support or have closed. The uptake includes 183 secondary schools which represents 56% of all New Zealand secondary schools (excluding private schools). Overall, 26% of all New Zealand schools (excluding private schools) are PB4L School-Wide Schools.
- PB4L School-Wide delivery is targeted firstly to secondary schools and then to lower decile schools with a high proportion of Māori and Pasifika students. Of the 629 schools, 49% are in deciles 1-3. PB4L School-Wide is benefiting approximately 250,000 students of whom 30% are Māori and 13% are Pasifika.

Engagement, participation, achievement and retention

- In 2015, the New Zealand Council for Educational Research (NZCER) evaluated the implementation of PB4L School-Wide in the 408 schools that commenced implementation in 2010-2013. The final NZCER evaluation reports:
 - A decrease in behaviour incidents requiring out of class support (reported by 81% of secondary/intermediate coaches and 86% of primary respondent from the 2010/11 schools).

- 71-74% of 2010/2011 secondary/intermediate coaches and 50-61% of primary coaches were also reporting that School-wide was having an impact on the stand down, suspension and expulsion rates which are showing a general downward trend, particularly in the more serious actions such as expulsions.
 - In the classroom, 73 % of curriculum leaders from the 2010/2011 schools reported a decrease in disruptions in class and 71% reported an increased on-task behaviour and engagement.
 - NZCER analysis of student data using the Wellbeing@school survey showed that in the first year of School-wide the students' survey responses suggested they were experiencing an increased focus on values, modelling of respectful relationships at school, and the development of more consistent ways of addressing behaviour incidents.
- In regards to achievement, the percentage of school leavers between 15-18 years of age leaving school with NCEA Level 2 or above continues to increase. In 2012 approximately 74.5% of school leavers left with NCEA Level 2 or above. In 2014 approximately 77% of school leavers left school with NCEA Level 2 or above. The rates for Māori and Pasifika show similar increases consistent with the national trend. In PB4L School Wide schools the increase is more marked in decile 1-3 schools.
 - The decline in the number of stand downs in PB4L School-wide schools is consistent with the national trend. However, the incidence of suspensions, exclusions and expulsions in PB4L School-wide schools show a greater decrease compared with the national trend.
 - The majority of schools in PB4L School-wide are low decile. These schools historically have had a higher incidence of suspensions, stand downs, expulsions and exclusions than the national average. Since starting PB4L School-wide these schools have had a proportionally greater decrease in the incidence of stand downs, suspensions, expulsions and exclusions than the national average.
 - In PB4L School-Wide schools from 2009 there was been a significant increase in the rates of retention until 2013. In 2013/4 there was an across-the-board reduction in the rates of school retention nationally. In spite of the reduction nationally, in PB4L School-wide schools, rates of retention for Pasifika students maintained a positive trend.
 - Retention rates for Māori increased consistently between 2009 -2013. From 2013-14 there was a national decrease in Māori retention rates. However, there was a less of a decrease in PB4L School-wide schools compared to the national trend.

Financial and staff support

- School-Wide practitioners train schools to implement PB4L School-Wide and facilitate cluster meetings to analyse data and problem solve collaboratively. Clusters are formed when schools join PB4L School-Wide and are based on school type and location to facilitate collaboration between schools. School-Wide practitioners also work with individual schools when specialised help is needed. Practitioner support continues through the school's involvement with PB4L School-Wide for as long as the school requires.
- Each school receives a maximum of \$30,000 in Crown funding to assist with implementing PB4L School-Wide by way of a participation grant. Schools now receive \$10,000 for the first two years of Tier 1 training and implementation and a further \$10,000 when the school starts Tier 2 training (targeted support from small groups of students, typically 3-4 years after joining).

Other significant PB4L initiatives

- Incredible Years Parent and Incredible Years Teacher programmes are the Ministry's other PB4L flagship programmes. They impact on significant numbers of teachers, early childhood educators, parents and children. Programmes are delivered by a mix of non-government organisations, trained Ministry staff and Resource Teachers Learning and Behaviour. These initiatives have been evaluated externally and the evaluation results indicate that positive outcomes are being achieved for the teachers, parents and children involved in the programmes.
- Approximately 3,000 parents and whānau participate in Incredible Years Parent annually. Parents come together once a week for two hours to learn positive approaches for dealing with their children's unwanted behaviours such as aggression. From July 2010 to June 2015, 16,294 parents have participated in 1,029 programmes.
- Approximately 2,400 teachers participate in Incredible Years Teacher annually. Primary school teachers and early childhood educators are provided with approaches that actively encourage positive behaviour, foster wellbeing and create a safe and caring learning environment. From July 2010 to June 2015, 11,234 primary school teachers and early childhood educators have participated in 699 Incredible Years Teacher programmes.
- All the following initiatives also fall under the PB4L portfolio: Restorative Practice; Check and Connect; Wellbeing@School; Haukina Mai; Te Mana Tikitiki.