

2024 School-wide Positive Behaviour Support Awards

The annual School-wide Positive Behaviour Support Awards identify and recognise Victorian Government Schools that have implemented the framework to a high standard during the previous twelve months.

Award Levels

The Award criteria are reviewed annually. In 2024, there will be four award levels and a continued focus on recognising excellent Tier 1 implementation.

Blue	Bronze	Silver	Gold
Schools achieving Blue have demonstrated a commitment to implementing SWPBS with fidelity.	Schools achieving Bronze have established SWPBS Tier 1 foundations and achieved key fidelity measures in 2024.	Schools achieving Silver have established both SWPBS Tier 1 foundations and classroom systems and achieved key fidelity measures in 2024.	Schools achieving Gold have demonstrated sustained SWPBS Tier 1 foundations and classroom systems and meeting key fidelity measures. Applying for Gold is contingent upon the school having achieved Silver or Gold in the preceding year.

Application process and timelines

School teams work with their regional SWPBS coach to identify an award goal, identify needs and prepare throughout the year.

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> Review 2024 criteria with SWPBS coach Set goals and schedule Tiered Fidelity Inventory in Term 2 or Term 3 Report Term 1 behaviour data 	<ul style="list-style-type: none"> SWPBS Self-Assessment Survey Tiered Fidelity Inventory (TFI) Review TFI artefacts and evidence with SWPBS coach Report Term 2 behaviour data 	<ul style="list-style-type: none"> Tiered Fidelity Inventory (TFI) Review TFI artefacts and evidence with SWPBS coach Report Term 3 behaviour data 	<ul style="list-style-type: none"> Applications open December 1st on SWPBS Hub Report Term 4 behaviour data

Outcomes

Award outcomes will be announced, and certificates will be distributed in Term 1 2025.

Preparing evidence and artefacts

With planning, evidence and artefact preparation should not be time-consuming. The evidence and artefacts required to apply should be consistent with undertaking an administration of the Tier 1 TFI and reporting on termly behaviour data. This is expected to be aligned with ongoing SWPBS implementation.

It is best to prepare evidence and artefacts throughout the year and receive regular ongoing feedback from your regional SWPBS coach as you go. This will make the application process much more straightforward.

Criteria

Blue Award	In place
In 2024:	
<ul style="list-style-type: none"> The school had a current action plan that was matched to their implementation stage: Tier 1 Foundations. 	
<ul style="list-style-type: none"> The Tier 1 team met regularly (at least twice in any term, but usually monthly). 	
<ul style="list-style-type: none"> At least 70% of the current team has completed the Tier 1 Foundations course (UPA) 	
<ul style="list-style-type: none"> The current team leader / internal coach has completed the SWPBS Team Leader course 	
<ul style="list-style-type: none"> The school completed the Tiered Fidelity Inventory with an external coach in 2024 school year. 	
<ul style="list-style-type: none"> Using the Blue evidence and artefact review rubric (appendix 1), school achieves a minimum score of 2/3. 	

Bronze Award	In place
In 2024:	
<ul style="list-style-type: none"> The school satisfies the Blue Award criteria 	
<ul style="list-style-type: none"> The school had a current action plan that was matched to their implementation stage (typically Tier 1 Foundations and/or Tier 1 Intermediate) 	
<ul style="list-style-type: none"> The school achieved a minimum of 70%, with no items scoring a 0, in Tier 1 Tiered Fidelity Inventory with an external coach in the 2024 school year. 	
<ul style="list-style-type: none"> The school completed the SWPBS Self-Assessment Survey during the recognition period with high participation (minimum 70%) and meeting the following standards: 70% 'in place' score on Tier 1 Schoolwide Systems 	
<ul style="list-style-type: none"> The school submitted termly behaviour summary data to an external coach. 	
<ul style="list-style-type: none"> The school completes and submits the Vic SWPBS Annual Evaluation Report. 	
<ul style="list-style-type: none"> Using the Bronze evidence and artefact review rubric (appendix 2), the school achieves a minimum score of 4/4 with all items scoring 2. 	

Silver Award	In place
In 2024:	
<ul style="list-style-type: none"> The school satisfies the Bronze and Blue Award criteria 	
<ul style="list-style-type: none"> The school has a current action plan matched to their implementation stage (typically Tier 1 Foundations and Tier 1 Advanced Classroom Systems) 	
<ul style="list-style-type: none"> The school completed the SWPBS Self-Assessment Survey during the recognition period with high participation (minimum 70%) and meeting the following standards: 70% 'in place' score on Tier 1 Classroom Systems 	
<ul style="list-style-type: none"> Using the Silver evidence and artefact review rubric (appendix 3), the school achieves a minimum score of 4/4 with all items scoring a 2. 	

Gold Award	In place
In 2024:	
<ul style="list-style-type: none"> The school satisfies the Silver, Bronze and Blue Award criteria 	
<ul style="list-style-type: none"> Achieved a Silver or Gold Award in 2023 	

Appendix 1: Blue Evidence and Artefact Review

Artefact	Exemplary 3	Proficient 2	Developing 1	Not in place 0
School-wide expectations matrix	<p>Matrix identifies 3-5 school-wide expectations. All or almost all behaviours listed are OMPUA:</p> <ul style="list-style-type: none"> • Observable • Measurable • Positively stated • Understandable • Always applicable <p>The matrix Includes columns for more than 3 settings including some non-classroom settings.</p>	<p>Matrix identifies 3-5 school-wide expectations. Most behaviours comply with the OMPUA guidelines.</p> <p>The matrix Includes columns for more than 3 settings including some non-classroom settings</p>	<p>Matrix identifies 5 or fewer school-wide expectations. Most behaviours comply with the OMPUA guidelines.</p> <p>The matrix Includes columns for at least 3 settings</p>	No matrix is available

Appendix 2: Bronze Evidence and Artefact Review

Feature	2 – Fully Implemented	1 – Partially Implemented	0 – Not Implemented	Possible Data Sources
Teaching Expectations Expected academic and social behaviours are taught directly to all students in classrooms and across other campus settings/locations.	A formal system with written schedules is used to teach expected behaviours directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations	Expected behaviours are taught informally or inconsistently	Expected behaviours are not taught	Whole school teaching schedule Scope and sequence for social skills instruction Example lesson plans Lesson planning templates
Professional Development A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations (b) acknowledging appropriate behaviour (c) correcting errors (d) requesting assistance.	A formal process for teaching all staff all aspects of Tier 1 system, including all 4 core Tier 1 practices	The process is informal/unwritten, not part of the professional development calendar, and/or does not include all staff or all 4 core Tier 1 practices	No process for teaching staff is in place	Annual professional learning calendar The calendar should include content converted, time allocated, resources, presenters and target audience Example presentations e.g., understanding behaviour, the function of behaviour, mini-modules, etc.

Appendix 3: Silver Evidence and Artefact Review

Feature	2 – Fully Implemented	1 – Partially Implemented	0 – Not Implemented	Possible Data Sources
Classroom Procedures Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems	Classrooms are formally implementing all core Tier 1 features, consistent with school-wide expectations	Classrooms are informally implementing Tier 1 but no formal system exists	Classrooms are not implementing Tier 1	A team is in place to lead ETLP implementation. School-wide plan for teaching the ETLPs to staff. Data on implementing the practices within the classrooms is collected. Data to monitor, modify or intensify the effectiveness of classroom practices is in place. Classroom systems action plan
Data-based Decision Making Tier 1 team reviews and uses discipline data at least monthly for decision-making.	The team reviews discipline data and uses data for decision-making at least monthly. If data indicate a problem, an action plan is developed to enhance or modify Tier 1 supports	Data reviewed and used for decision-making, but less than monthly	No process/protocol exists, or data are reviewed but not used	Solution plan Big 5 Data Report SMART goals Evidence of data-based decision making DBDM rules

