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Educators' views of a local system-based model for addressing student behaviour through school partnerships: The LMG model

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May 2017

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Abstract

Student problem behaviour in schools is an issue for teachers, schools, and education jurisdictions. It is one of the principle issues of discussion for teachers, pre-service teachers, principals, and policymakers. Problem behaviour is associated with learning and social difficulties and impacts on access to school education and school completion rates. Teachers report that there has been an increase in problem behaviour, and studies have indicated that teachers in secondary and in primary schools are just as concerned with low-level minor disruptive behaviour (such as work avoidance and lack of engagement in class) as with the more serious behaviours such as violence and verbal abuse.

The purpose of this study was to examine a model that supports schools in managing available resources. It examined 12 principals' experiences and perceptions of primary schools and high schools working together in six Local Management Groups (LMGs) for the management of behaviour in school settings. In addition, there were six Assistant Principals Behaviour interviewed who support the LMG specifically for behaviour. Surveys were also obtained from 150 staff working within the LMG schools, examining their perceptions of management of student behaviour in their school. The study examined both internal school management strategies as well as strategies across schools. The study employed a convergent parallel design, and the methodology was a mixed method design characterised by a nested approach.

While problem behaviour continues to be a major issue for staff and educational jurisdictions, there is a paucity of published research addressing high schools and primary schools working together to effect change in managing student behaviour across a cognate set of schools.

This study has shown the value of high schools and primary schools working together to achieve a consistent approach for managing behaviour. A successful and operational LMG model considered all schools as equal partners and that schooling was a continuum of learning and engagement from Kindergarten through to Year 12 within that specific local community.

The results of this study concluded that the LMG model develops opportunities for schools to establish common links and practices in both behaviour and learning to ensure that students' needs are met throughout their schooling. The LMG model supports schools working together and supports teachers' professional learning through effective leadership practices and consideration of the needs of students and teachers within the school community. This study also found that individual schools need four systems that incorporate schoolwide, non-classroom, classroom, and individual systems to be implemented simultaneously within each school to support both teachers and students. Lastly, this study supports principals, community, and teachers working collaboratively together to develop locally targeted learning and behaviour programs that are focused on Kindergarten through to Year 12. The LMG model allows schools to provide their own professional learning opportunities for teachers that are supported by expert teachers from within the LMG schools.

STATEMENT OF ORIGINALITY

'I certify that this thesis does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.';

Acknowledgements

Acknowledgements are long and personal and there is never enough room to extend my thanks to all those who have assisted and supported me throughout this roller-coaster ride. It has been a long, long journey, as only those who try to complete a PhD while working full-time can understand.

I begin with thanks to my father, Chris Christenson, who always supported me both educationally and with love. Dad encouraged me throughout my life to continue learning. Sadly, he passed away in 2013 and did not see me complete – he would have been proud. My thanks to my lovely mum, Aline, who carries on the love and support and faith that I will do well. Her indomitable spirit and zest for life are qualities to aspire to.

A PhD is fraught with highs and lows, and the support of a good supervisor is essential to completing. My primary supervisor Professor Bob Conway encouraged, supported, and listened. Bob knows so much about behaviour and schools and continues to amaze me with his knowledge and compassion. He is the reason I began to research behaviour in schools and use that knowledge to help students, families and teachers. I cannot thank you enough for the positive support and the understanding of my occasional tangled mind. The extra work, the resources, and friendship you have given me over the years will never be forgotten.

My second supervisor, the wonderful Dr Kerry Dally, has this incredible ability to cut through all the confusion in my mind (and writing) and logically create order amongst the chaos. Kerry received no work points and provided supervision in her own time because she cared for my success. I cannot thank you enough for the care and support and the many hours you gave. You inspire me daily with your academic brilliance and being your colleague and friend is a highlight to my day.

My third supervisor, Dr Leigh Burrows, has had similar teaching experiences. Leigh was able to encourage me to be passionate about my work and not to sell myself short. Those are inspiring words when self-doubt rears its ugly head throughout these last few months.

Thank you to my dear friend Kath who never doubted for a minute I wouldn't complete. Thank you for your unwavering support, the laughter, and the lunches, and, of course, the positive golden auras.

I am a family person and they remain the most important. Thank you to my two children, Ailie and Liam. Both these outstanding compassionate and beautiful

humans believed that I could complete this PhD. They remind me every day of their love and support both as their mum and their pride in my work. Both encouraged me daily and are just as excited as me that I have finished. You have my heart.

Thank you to my husband, Keith, who has had to live with the highs and lows, the self-doubt, and the home chaos. Your editing skills were well used and your attention to detail was often needed.

Thank you for being my loving partner in all my endeavours and passions and always encouraging me to excel. You believed I deserved this – and that is so very important.

There are many other people who have helped me on the way and each and every one has offered me further insight, ideas, and organisation that was often required. I thank you all!

Lastly, thank you to those wonderful principals and teachers who agreed to be interviewed and surveyed in their own time. Schools are always trying to do the very best job they can in so many different communities under a lot of pressure. You do an amazing job!

“Every child is unique, it is a teacher’s job to remember that ...” are the words I read on my first day of university for my teaching degree. They still hold strong.

Chapter 1 – Introduction

1.1 Introduction

Student problem behaviour remains one of the principal issues of discussion for teachers, pre-service teachers, principals in schools, and policymakers in education departments. The concern about the effects of problem behaviour on students' engagement with learning and their academic and social outcomes has resulted in considerable research to determine which approaches should be utilised in schools that will improve the engagement and behaviour of students. Student problem behaviour can also cause a high level of stress for teachers and can lead to burnout and resignation.

A number of specific frameworks and programs to assist in creating a more proactive environment conducive to learning and teaching have been developed through research and adopted by education departments. Essentially, these resources encourage schools to develop an agreed set of processes for problem behaviour that aim to engage all students in the classroom within that school's context.

Mandates from national education bodies, as well as policies and programs from state and district education offices, encourage schools to look to the research on whole-school systems. These approaches focus on creating positive school climates that reflect the needs and aspirations of the local community through developing a system based on the behavioural and academic needs of all students in the school. The system approach commonly suggests that, first, all students be considered within a general schoolwide approach where behavioural expectations and procedures are taught explicitly to all students. Procedures may include how to line up before class, with practice and reinforcement embedded into regular routines for all students in the school. Second, students with emerging behavioural difficulties may be allocated more specific resources, extra support in class, and have positive behaviour plans that are communicated to staff. Third, students who have more severe problem behaviour or mental health issues may require input from staff with further expertise, and have specific individual behaviour plans and additional resources that target their specific needs.

This study reports upon the results of interviews with principals and surveys of principals and teachers working within a Local Management Group (LMG) model for managing student problem behaviour. The functioning and implementation of the LMG was analysed in the light of literature on best practice approaches for managing student problem behaviours. The study aimed to fill a gap in the literature on schools working together to improve both academic and social outcomes for students with problem behaviours and improved

outcomes for all students. It also examined the impact of the LMG on teacher professional learning.

1.2 Background of the Study

In recent years, there has been a greater focus on students with behaviour problems, with a growing awareness that many of these students have learning difficulties and need support within a classroom to better access learning and reduce problem behaviour. Recent research on behaviour in schools by Angus et al. (2009) classified the behaviours of students within the classroom as “productive” or “unproductive.” Problem behaviours that impeded a student’s academic progress were termed unproductive, while behaviours that led to positive academic and engagement outcomes were termed productive. These terms recognise the role of the school in improving access to the curriculum by adjusting teacher and school practices to change student behaviour and increase engagement with learning. The shift in focus from “problem behaviour” to “problems with learning” was also reflected in NSW educational policies (NSW Department of Education and Communities [NSWDEC], 2014a) aimed at developing the “wellbeing” and “engagement” of the student through personalised and differentiated learning expectations.

Problem behaviours of students are a concern for teachers from Kindergarten through to Year 12. Research investigating school-age students with problem behaviour typically revealed that problem behaviour was associated with learning and social difficulties and impacted on access to school education and school completion rates (see, e.g., Bailey & Baines, 2012; Balfanz, Herzog, & Maclver, 2007; Conway, 2014; Ferguson, Bovaird, & Mueller, 2007).

Teachers, and the media, report that there has been an increase in problem behaviour. For example, 62% of 10,000 teachers in 2012 in the United States of America (USA), and 62% of 850 educators in 2015 from the United Kingdom (UK) also believed that there was an increase from previous years in behavioural difficulties that interfered with teaching (Association of Teachers and Lecturers, 2015; Primary Sources, 2012). However, the majority of problem behaviours reported by education systems internationally were mostly low level and minor, such as tardiness,

answering back, and avoidance of school work, with overt dangerous behaviours a rarity (see, e.g., Black, Chamberlain, Murray, Sewel, & Skelton, 2012).

Studies in Australia also reinforced that minor disruptive behaviours were the most prevalent, while serious offences, such as extreme violence and sexualised behaviour, were rare (Angus et al., 2009; Sullivan, Johnson, Owens, Conway, & Taddeo, 2014). However, the studies also considered minor, disruptive behaviours as causing as much concern to teachers as a student diagnosed with an emotional or behavioural problem.

The range of seriousness of problem behaviour, from minor to extreme, is evidenced by teachers citing the impact of students with problem behaviour on classrooms as one of the main reasons for resignation (Ewing, 2002). Although extreme behaviour such as violence and verbal abuse are reasons for high levels of stress for teachers, the low-level minor persistent behaviours are also considered stressful for teachers and can result in teachers leaving the profession (Sullivan et al., 2014).

Problem behaviour of students and lack of engagement can predict a young person's risk factor for dropping out of school at a young age. Dropping out of school can result in having reduced employment prospects (Bowlby & McMullen, 2005), increased likelihood of incarceration in prison systems (Nagle & Hiller, 2003), more mental and physical health problems, and less protective factors that impact their resilience to future adversity (Beltman, Mansfield, & Price, 2011; Healey, 2003; Kaiser & Rasminsky, 2009). Because of the demonstrated links between students' lack of engagement and problem behaviours, there has been a greater emphasis by education departments on improving learning and engagement in classrooms in order to prevent or decrease problem behaviour.

Public schools in Australia, USA, England, Scotland, and New Zealand implement similar educational, welfare, and discipline policies. The policies are used as the basis for specific student behaviour management practices. Schools are expected to follow the principles developed by both their national education body and the policy developed by their state or district. The common advice in the policies from the above five countries is that behaviour approaches in schools must emerge from current research and focus on improving the educational and learning outcomes of all students, involve the whole school, and respond to the specific needs of the community (New Zealand Ministry of Education, 2007; NSWDEC, 2014a; Office for Standards in Education, Children's Services and Skills [Ofsted], 2005; Scottish Executive, 2004; U.S. Department of Education, 2007). Therefore, these countries' and states' educational sectors have developed approaches based on a systems approach that focuses on preventing problem behaviour of all students through positive support and programming, consistent rules and procedures, increased adjustment and support for some students, and better professional learning for teachers to increase engagement of all students.

For a system to be effective in a particular school community it needs to be appropriate to the needs of that community. Therefore, there must be autonomy in school communities to tailor systems to suit the needs of those schools. The concept of making local decisions by schools increases the authority to support good teaching and learning practices and increases the commitment by teachers to implement suitable programs with fidelity (Lewis et al., 2016). For this to be effective there must be an emphasis on whole-school approaches and pivotal local decisions that reflect the community in which the school is situated (NSWDEC, 2011a, p. 8).

Further, one region in NSW introduced another level of support that considers students at primary and high school as a continuum of engagement in learning and behaviour from Kindergarten through to Year 12 within a local area that is responsive to local needs. This level of support is called a Local Management Model (LMM) where schools form Local Management Groups (LMGs) and pool resources and support for behaviour and learning. A consistent approach to learning and behaviour from Kindergarten to Year 12 was designed to address the provision of appropriate and targeted support for students through increased collaboration and professional development of teachers and schools based on local priorities. This approach forms the focus of the current research.

A common theme amongst education department policies and advice to schools is that there needs to be an effective and positive leader/principal in the school who encourages and inspires teachers and develops the professional skills of teachers to better support students. Therefore, an effective leader would create and support systems approaches within the school that focus on increased engagement within schools for both behavioural and learning outcomes (Hyde, 2013; Lewis, 1999; McCormick, 2001; National College, 2011; Sugai, 2012). More specifically, an effective principal, in consultation with staff and community, sets clear goals, develops strengths and qualities of teachers, organises and provides for funds and resources to implement agreed behaviour and learning programs, measures and monitors specific outcomes and agreed expectations, and makes ongoing agreed adjustments to processes and approaches (Sugai, 2012).

1.3 Personal Background

In 2002 and 2003, this researcher was involved in a target district that reviewed the long waiting lists in the district for schools to access Support Teachers Behaviour (STBs) assistance. School staff were frustrated that they had to wait a long time for that assistance. The recommendations of the review suggested that schools use the STB and behaviour resources to create their own system of behaviour support for the high school and their local primary schools, which was called a cluster. A small number of school clusters were chosen by the school district administrator. The clusters were funded to develop approaches at a whole-school level. Specialist STB support would continue for students with chronic or severe problem behaviour. Professional learning opportunities for teachers as well as planning time away from class was proposed. How programs were implemented was determined by principals and teachers in the cluster. The researcher was one of the district consultants who assisted with the development of programs in the clusters and observed many benefits of schools working together using their own expertise. However, like many programs in education jurisdictions, the government changed and funding was not forthcoming the following year.

After the cluster approach ceased in the small district, the region implemented the

introduction of the LMM with LMGs (high school combined with feeder primary schools). This provided the opportunity to study the effects and investigate whether this system could better support schools and teachers in ensuring students with problem behaviour stayed in classrooms and were more productive and engaged with learning. This researcher wanted to obtain the perceptions of the leaders and teachers involved in LMGs, and investigate whether this model had greater potential to address student problem behaviour and could be adopted by other education jurisdictions.

1.4 Aims and Research Questions

Current literature on supporting students with problem behaviour reveals in schools there is a greater focus on providing a consistent approach focused on intra-school system-based approaches. Education departments in Australia are utilising the research on whole-school approaches to focus on both behaviour and learning. The purpose of this current study was to investigate the LMG approach in a region in NSW from those experiencing it.

The present study examined the perceptions of principals and Assistant Principals Behaviour (APB) who were part of an LMG in a government school education region of NSW managing problem behaviour of students in, and between, primary and high schools within a local area. This study also reported the personal and school system benefits for principals and how this impacted their own schools to effect change for managing behaviour through support for students and school staff.

Second, this study examined the perceptions of teaching staff within the LMG on what was occurring in the management of behaviour according to a number of in-school systems (schoolwide, non-classroom, classroom, and individual) and reported on the comparison between teacher perceptions and those of the principal.

Third, the study reported on whether the model reflected best practice for managing student problem behaviour through an exploration and comparison of the literature on managing student behaviour in schools.

The specific research questions were:

1. *What are the effective elements of Local Management Groups as a model for behaviour management programs?*
2. *Is there alignment between the perceptions of principals and teachers for the effective implementation of behaviour systems in schools?*
3. *Does the LMG model reflect best practice in supporting student behaviour?*

1.5 Significance

There are limited studies that consider high schools and primary schools working together to effect change in managing student behaviour across a cognate set of schools. This study explores that gap in the literature. It was anticipated that a system with a membership consisting of the high school and its feeder primary schools led by the principals would reflect the local needs of its community and provide professional and personal development opportunities for teachers. Committed teachers and effective leaders would then be able to ensure that the school experience for all students was productive as a continuum that focused on engaging students in the learning process from Kindergarten through to Year 12.

1.6 Participants and Methodology

The methodology in this study employed a convergent parallel design (Creswell, 2014). Both qualitative and quantitative data were used to obtain a deeper understanding of the investigated phenomenon – of an LMG implementing behaviour management programs. The methodology was a mixed method design and was characterised by a “nested approach” that gave priority to the qualitative component (the interviews), while the quantitative component (the survey) was embedded or “nested” (Biddix, n.d.). A purposive sampling technique was employed, as the LMG approach was considered a “special” or “unique” case as a major focus of the investigation (Teddlie & Yu, 2007). In addition, QSRNVivo10 was utilised as the tool for searching patterns of coding and patterns of text (Richards, 1999, p. 423), and as a tool in the detailed analysis of large data extracts. This study also employed a collective case study design (Creswell, 2014, p. 469) where the LMG was the unit of analysis. This collective case study included multiple cases (six LMGs), which were described and compared to provide insight into the structure and functioning of an LMG (Creswell, 2014).

Twelve principals (six high school, six primary school) and six Assistant Principals Behaviour from six LMGs were digitally recorded during a semi-structured interview about their perceptions of involvement in their LMG for managing student behaviour. In addition, a survey of their school staff was employed that focused on features in each of four systems (schoolwide, non-classroom, classroom, and individual) for student behaviour support. School teaching staff were asked to determine the current status of each feature and the priority for improving that feature.

1.7 Organisation of Thesis

The thesis is divided into eight chapters. Chapter One provides an overview of the thesis

plus the purpose and the significance of this study. Chapter Two provides a review of the literature on problem behaviour of students in schools. It reviews the literature on defining problem behaviour of students and the outcome of behaviour on student engagement in schools. It also reviews the importance of teachers providing effective learning opportunities for students with problem behaviour in

classrooms through examples of support systems from the USA, England, Scotland, New Zealand, and Australia. Chapter Two also provides examples of successful system supports that focus on local high schools and primary schools working together to provide quality professional learning and commitment to identified programs that reflect local needs led by effective principals. Chapter Three is a methodological chapter that explains the mixed method approach and the use of multiple case studies. The participants and process of data collection are provided. The data collection parameters are included and details of the data analysis.

The results of the data analysis are presented in two chapters. Chapter Four presents the summary of six LMG case studies. Each case study contains the quantitative results of the survey for one high school and one primary school staff (one LMG) to form one case study. Each case study reports on the results of the survey in four areas: schoolwide systems, non-classroom systems, classroom systems, and individual systems. Results in this chapter also include any information from principal interviews that relate to the specific four systems in the survey.

The second results chapter, Chapter Five, reports on the qualitative analysis of 12 principal interviews and six Assistant Principal Behaviour interviews. Interview transcripts from principals and Assistant Principals Behaviour were categorised into a number of emerging themes with sub-themes and were analysed accordingly.

Chapter Six provides a summation and discussion of the research findings and responds to the research questions. The Discussion chapter addresses the three research questions, with a number of themes within each research question discussed.

Chapter Seven contains a conclusion to the study and recommendations for improved approaches for managing problem behaviour in schools. Finally, the limitations and suggestions for future research are considered.

The following chapter, Chapter Two, presents a review of the literature.

CHAPTER 2 – LITERATURE REVIEW

2.1 Introduction

This literature review examines the variety of definitions and terms that schools have used over the past 40 years for problem behaviour of students in schools, and how these problem behaviours have been a challenge for schools and affect a student's engagement with learning. In addition, the effect of problem behaviour on teacher stress is explored. This chapter also looks at a number of system approaches to student problem behaviour in the USA, England, Scotland, and New Zealand, and, subsequently, some examples of Australian national and state behaviour policies in school education that address problem student behaviour. Finally, the history and implementation of a cooperative systems approach for student problem behaviour in the Australian state of New South Wales (NSW) are highlighted focusing on primary and high schools working together to address student behaviour problems.

2.2 Defining Behaviour

There have been many variations in the terms educators use for student problem behaviour in schools, and some can be traced through the literature. For example, William Morse (University of Michigan, 1977), considered a leader in educational psychology of the 1970s, used terms for students with problem behaviour such as “emotionally disturbed,” “behavior disordered students,” “value disordered,” “having an attitudinal disposition,” and “disturbed kids.” Students were labelled as suggested and treated by experts. This was referred to as the “medical model” era of behaviour problems.

In the 1980s, students were referred to as “disruptive” or “misbehaving” (Petty, 1989) with terms such as “maladjusted” beginning to fade in preference for the term “emotionally and behaviourally disturbed (EBD).” Further terms used for externalising behaviours included truanting, violence, verbal abuse, and depression and anxiety (Cole, 2005) for internalising behaviours. Behaviour problems were largely perceived as being located within the child, such as the “emotionally disturbed child.” These labels explained student behaviour and, largely, “treatment” by experts away from classrooms or placement in special classrooms.

Character development was also important in the 1980s. Schools were expected to provide more than intellectual development, and consider the social, physical, emotional, and moral

development of their students. Education departments in Australia believed that students faced more social pressures than in the past, and students would therefore need more support from teachers for their “social problems” in schools (South Australia Education Department, 1985).

However, in the 1990s, further exploration of whole-school approaches for behaviour saw changes in the use of labels for students with problem behaviour. There was a tendency to change terminology that explained and defined a disorder as a student *having* a behavioural problem or a student *with* a behaviour problem. Schools were expected to manage “difficult behaviour” and change ecological aspects in their schools. There was further acknowledgement of the term “minor low-level disruptive behaviours such as tardiness and minor behaviours” that caused most concern for teachers because of increasing numbers of students with mental health problems within regular classrooms (Kutash & Duchnowski, 2008; Sawyer et al., 2000; Sugai & Horner, 2002). However, other behavioural terms such as “challenging behaviour” were used to describe the behaviour of students with an intellectual disability (NSW Department of Education [NSWDoE], 1998). Training was given to teachers in special schools for the physical restraint of students with intellectual disabilities who were violent, and special education consultants from that jurisdiction’s head office provided training.

By the 2000s, inclusive policies reinforced the expectation of schools to fully include all students “with behaviour problems,” students “with diagnosed disabilities” and students “with mental ill health” or Emotional/Behavioural Disorders (EB/BD). The terminology also referred to management within the classroom and local school as “positive behaviour,” “inclusive classrooms” (Evans & Weiss, 2014) and an adjustment (NSWDEC, 2011b) of the ecology of the classroom to support a student in the classroom (Conway, 2005). Terms used described the behaviours as “inappropriate,” and recognised the social contexts in which the behaviour occurred.

In recent years there has been a greater focus on individual students with behaviour problems and recognising that many have learning difficulties and need support within a classroom to better access learning to improve problem behaviour. There has been more dialogue about not describing students as having “behaviour problems,”

as such labels may not take into account the learning context in which behaviours occur (Marzano & Marzano, 2003). A report on the Western Australian Pipeline project by Angus et al. (2009) looked at whether behaviour affects learning or learning affects behaviour. Angus et al. (2009, p. vi) studied the kinds of classroom behaviours that impede academic progress and used the terms “productive” and “unproductive” behaviour. Further recent research on behaviour at school by Sullivan, et al. (2014) used the Angus et al. (2009) terminology and also acknowledged the link between student engagement/learning and behaviour by recognising the role of the school and teachers in improving access to the curriculum.

Further current literature from education departments (NSWDEC, 2015) referred to behaviour as developing the “wellbeing” and “engagement” of the student through personalised and differentiated learning expectations. What is clear throughout the decades is that the view has changed from a using a label identifying a problem within a student that needs to be fixed, to schools recognising that the learning environment needs to be adjusted to support a student in using different behaviours to access and engage with class activities.

An interesting change in behaviour terminology relates to the term challenging behaviour. Previously, the term was used in special education to describe the problem behaviour of a student with an intellectual disability (Sigafoos, Einfeld, & Parmenter, 2001). These behaviours challenged teachers because they could not understand the reasons for the behaviour and the student typically could not articulate the reasons. However the current definition of challenging behaviour as explained by Banks et al. (2007, p. 10) describes behaviour that is socially constructed and occurs as a result from interaction with the student’s environment. The behaviour of any student is considered challenging if it affects the quality of life for themselves and others and results in restrictive access or exclusion from the school environment. The use of this term for low-level mainstream classroom behaviour is a misuse of the term and at times a justification for classroom teachers not addressing the classroom needs.

In summary, definitions have evolved throughout the years for problem behaviour in schools. Problem behaviour was previously viewed as within the child who needed expertise or specialist placement to change behaviour. This view was followed by a focus on changing the learning environment or the ecology so that a student would change their behaviour. More recently, there has been a greater focus on successfully engaging and providing appropriate learning opportunities in mainstream classrooms to ameliorate many of the problem behaviours exhibited by students.

2.3 Behaviour Problems/Issues in Schools

Problem behaviours of all students (Kindergarten through to Year 12) are a concern for teachers and schools. Research investigating school-age students with problem behaviour typically revealed that problem behaviour with multiple causes was associated with learning and social difficulties and impacted on access to school education and school completion rates (see, e.g., Bailey & Baines, 2012; Balfanz et al., 2007; Conway, 2014; Ferguson et al., 2007).

Over recent years, there has been a perceived increase in behaviour problems, with reports of student suspension due to violent behaviour highlighted by the media and often discussed by educators. Students who exhibit problem behaviour from an early age are generally more disengaged with school activities that include social relationships and areas of academic literacy and numeracy (Al-Hendawi, 2012; Angus, 2012; Fredricks, Blumenfeld, & Paris,

2004).

The following reviewed research highlights an increase of behaviour problems and the concerns held by teachers over the effect that problem behaviour has on teaching, student engagement, and learning. In the following sub-sections the literature around teacher concerns about student problem behaviour, the impact of problem behaviour on student engagement, and the impact of problem behaviour on teachers' personal wellbeing and teaching effectiveness are explored.

2.3.1 Teacher concerns

In many developed countries, reports from different education systems refer to the challenge for teachers and schools about the management of behaviour problems in classrooms and school environments. The numerous research studies, and the concerns raised by education departments, pre-service teachers, and current teachers highlighted concern with the management of student problem behaviour in classrooms (see, e.g., Ball, Maguire, & Braun, 2012; Jordan, Schwartz, & McGhie-Richmond, 2009). This section explores the types of behaviours considered problematic and the impact problem behaviour may have on teachers.

A number of student behaviours are considered problematic by schools. These range from minor disruptive behaviours, such as answering back, tardiness, and minor disengaged behaviour, to extreme violence and aggression. Australian studies (Angus et al., 2009; Sullivan et al., 2014) have reinforced that minor disruptive behaviours are the most prevalent, while extreme behaviours are rare. However, minor disruptive behaviours can cause as much concern to

teachers as extreme and provocative violence. A report from Scotland also reinforced that low-level (minor) disruptive behaviours were more common and violent aggressive behaviours were rare. The Scottish report also noted that teachers were very concerned about the low-level disruptions and the effect these had on their ability to teach and students' ability to learn effectively in the classroom (Black et al., 2012).

The classification of what constitutes problem behaviour can itself be problematic. Thomas (2006) proposed that the classification of behavioural problems or difficulties versus Emotional Disturbance/Behaviour Disorder (ED/BD) or a diagnosed mental health issue was largely a construct of educational administration in schools to better deal with behaviour differences. This was suggested by Thomas as two types of behaviour that were used by schools to identify students with problem behaviour. The first was that the child had a problem behaviour and was considered "... naughty-therefore-impose-sanctions ..." (p. 64) such as suspensions. The second was that if a mental health issue existed, then the student was considered "... disturbed-therefore-meet needs" (p. 64). This implied that if there was

not a diagnosis of ED/BD, the child simply had naughty behaviours and could be sanctioned (punished, e.g., with suspension or detention), whereas the child with a diagnosis would need individual assessment and have an individual behaviour plan developed and specific strategies implemented. However, Ellis (2005) suggested that problem behaviour (including ED/BD) is less likely to occur when instructional techniques in the classroom take account of the learning abilities and individual needs of students.

There has been continued concern over the definition of problem behaviour and how education departments refer to both minor and extreme behaviours as problem behaviour. Conway (2014) quotes Apter (1982) in a chapter of a textbook for pre-service teachers on managing behaviour as the clearest definition. Conway suggested that any behaviour could be appropriate or not depending on the four criteria in the following definition:

What makes behaviour disordered is when it is exhibited in the wrong place, at the wrong time, in the presence of the wrong people, and to an inappropriate degree. (p. 236)

In consideration of the above definition, schools and school personnel determine if a behaviour is problematic or not. Some teachers consider certain behaviour difficult, while others may not. However, Wilkins (2014) reported that those teachers, who had positive relationships with students, were more likely to have fewer discipline

problems, reduced problem behaviour in classrooms and better job satisfaction. Therefore, how teachers interact with students and what they perceive as problem behaviour has an impact on the classroom climate and the student's engagement with school.

Defining problem behaviour can be difficult for teachers and schools. For example, a study examining teachers' classroom management concluded that aggressive behaviours of students and the teacher's ability to cope whether the teacher considered they were teaching effectively (Stephenson, Linfoot, & Martin, 2000).

Some teachers clearly identify the behaviour, or choose not to consider whether the behaviour was problematic or not. Stephenson et al. (2000) suggested that the term "aggression" had various meanings for teachers, from very violent behaviours to minor social problems and tantrums. The term aggression used in reports or in reporting documentation about students can be interpreted differently and may not be accurate or appropriate and based upon a teacher's judgement.

Many other influences affect a teacher's perception of problematic behaviour. These may include a teacher's racial compatibility and the socio-economic status of the student (Cochran-Smith, Feiman-Nemser, McIntyre, & Demers, 2008), and teacher feelings of inadequacy or poor professional training at the pre-service tertiary level (Hamre, Pianta, Downer, & Mashburn, 2008). In addition, current research by Sharma and Sokal (2016) demonstrated that there was a positive relationship between classroom practices of teachers

and their positive attitudes towards inclusive practice. So, therefore, those teachers who have less concern for students with disabilities in their classrooms are more likely to use effective inclusive teaching practices, which benefits all students in their classrooms.

Poor pre-service training has also been attributed to some teachers feeling inadequate and using poor classroom management skills as beginning teachers. O'Neill and Stephenson (2014) reported on the prevalence of evidence-based practices for classroom management in the coursework content of initial teacher education (ITE) programs in Australia. Despite the growing number of evidence-based practices, there was little evidence to suggest that these evidence-based practices were utilised in ITE programs. O'Neill and Stephenson concluded that ITE programs should emphasise proactive strategies rather than reactive strategies to ensure new teachers are more effective in classrooms.

There have been further studies into pre-service teachers in the USA by Kaufman and Moss (2010) who surveyed 42 final year pre-service teachers and found that they cited fears about classroom management and problem behaviour at least twice as often as any other response. This concern was further reinforced by a study in South Australia examining the concerns of pre-service teachers about classroom management and behaviour. Successful management of the classroom was an important aspect of being seen as a successful teacher in schools by pre-service teachers (Peters, 2012). These similar studies across two different countries suggested that one of the major concerns for pre-service teachers was the management of student problem behaviour.

Irrespective of the type of behaviours that were problematic, the resulting outcome of any problem behaviour can increase teacher stress and burnout. This notion of increased stress was reinforced by a review of teacher education in NSW, Australia, by Ramsey (2000). Ramsey reported that it was unreasonable to expect that teachers could cope with difficult and complex behaviour problems unless they were well prepared and had continued support from education departments, pre-service training and ongoing professional development.

In addition, the support and management of students with behavioural problems was, and continues to be, of great concern to schools and teachers. Evidence suggested that behaviour issues in the classroom were the most often reported challenge for all teachers (Katsiyannis, Ellenburg, & Acton, 2000). Results of an online survey in the USA of 10,000 teachers in 2012 reported that 62% of teachers believed that there was an increase from previous years in behavioural difficulties that interfered with teaching (Primary Sources, 2012). Similarly, in the UK a survey of over 850 educational professionals reported that 62% felt there were more children with emotional, behavioural and mental health problems than 2 years previously (Association of Teachers and Lecturers, 2015). Therefore, problem behaviour, either low level or severe, continues to be a reality for schools and a challenge to teachers' wellbeing and the school operation in general.

Further, the Scottish Executive reported through the Better Behaviour Better Learning report that there were growing concerns regarding the level of indiscipline in Scottish schools, and this was affecting teachers' ability to teach in schools effectively. These student behaviours ranged from the low level problems displayed by routine inappropriate behaviour in classrooms (such as answering back, tardiness, off task), to extreme but rarer behaviours, which included violence, vandalism and out-of-school bullying. This report also reinforced that schools needed to ensure that discipline and positive support of behaviour was a focus for schools in the education of students resulting in improved learning (Scottish Executive, 2004).

In other countries such as New Zealand, student behaviour problems were also a concern to teachers, and this was reflected in the action plan for the Positive

Behaviour for Learning framework developed by the New Zealand Ministry for Education (New Zealand Ministry of Education, 2011). The New Zealand Ministry acknowledged in the action plan that most teachers will experience some form of disruptive behaviour in their school and this had the potential to seriously inhibit the students' ability to access learning. The New Zealand Ministry wrote that the lack of access to a good education and lack of attention to problem behaviour had further serious social and economic implications in the life of the student. It was the responsibility of teachers and schools to ensure that behaviour problems were addressed in schools to avoid the detrimental effects it can have on both students and teachers.

To summarise, there are examples from Australian and international studies that suggested student problem behaviour was one of the most concerning issues for teachers and schools. All studies acknowledged that student problem behaviour could have detrimental effects on student engagement with school and on the wellbeing of both teachers and students. The studies highlighted above have suggested that education departments believed it was necessary to consider that problem behaviour required a high degree of attention. However, extreme problem behaviours were rare and many of the behaviours that caused the most stress for teachers and schools were low-level problem behaviours. In addition, there needed to be an agreement by schools and those making policies for schools and teachers, about what behaviours were considered problematic to their school and consider appropriate training using evidence-based practices for pre-service teacher education programs.

[2.3.2 Problem behaviour, student engagement, and learning](#)

This section reviews the impact of problem behaviour on student engagement in schools and classrooms. A student's engagement with the school system and their development of learning, academic and proactive social skills can predict a young person's risk factor of dropping out of school at a young age. Dropping out of school can result in having less

employment prospects (Bowlby & McMullen, 2005), increased likelihood of incarceration in prison systems (Nagle & Hiller, 2003), more mental and physical health problems, and less protective factors that impact their resilience to future adversity (Beltman et al., 2011; Healey, 2003; Kaiser & Rasminsky, 2009). There is an increase in risk factors such as crime, depression, young parenting, drug and alcohol issues, and poverty for those who are not engaged with school and who drop out of school early (Dockery, 2012; Healey, 2003).

Students with problem behaviour are more likely to receive stronger negative consequences at school, including poor school reports and suspension. Negative consequences are a powerful indicator of poor student engagement in school (McGrath & Van Bergen, 2015), with an increased chance of poor future outcomes and high dropout rates from school (Rumberger & Lim, 2008).

A study conducted by McIntosh, Flannery, Sugai, Braun, and Cochrane (2008) drew comparisons between the disengagement from learning and school by students with behaviour problems transitioning from middle school to high school. Disengagement from learning and disengagement of being part of a school social system was one of the main reasons why these students were considered at risk of, or did, drop out of school. Another study reported general agreement by educational researchers that student behaviour was related to good classroom management and could lead to success at school both in terms of learning outcomes and improved problem behaviour (Angus et al., 2009). Further, a study demonstrated that engagement with school was associated with strengthened resilience, improved prosocial skills, and improved basic skills and ultimately led to a better future (Malindi & MacHenjedze, 2012).

In addition, in an overview of Australian and international research on good classroom management, Johnson and Sullivan (2014) suggested that orderly classrooms resulted in more effective engagement with learning; ineffective classroom management meant disengagement by students and therefore increased behaviour problems. Although classroom management was the key, classroom behaviour remained the area of most concern for teachers. Because of the demonstrated links between students' disengagement and problem behaviours, there has been a greater emphasis by education departments on improving learning and engagement in classrooms in order to prevent, or decrease, problem behaviour. This notion of engaging students in learning to lessen problem behaviour, or using strategies to prevent behavioural issues from occurring was seen by McDonald (2010) as a key ingredient for successful engagement in learning and a decrease in problem behaviour. Similarly, Johnson and Sullivan (2014, p. 11) presented a number of case studies where schools had leaders that were successful in reducing behaviour problems by purposefully emphasising strategies to enhance student engagement rather than implementing specific interventions targeting problem behaviours.

A further study (Anderson, Christenson, Sinclair, & Lehr, 2004) on engagement with school,

learning and good teaching practices investigated a group of students with poor school attendance and higher risk factors for school failure. The study looked at more than academic engagement, and suggested that personal engagement with teachers was also necessary for a student with problem behaviour to experience success. The research concluded that strengthening student relationships with teachers and support personnel promoted better engagement with the school system and improved students' prospects for both attendance and academic engagement. Therefore, as Reinke, Herman, and Stormont (2012, p. 47) suggested, schools that develop a system for reviewing effective classroom management strategies and teachers who provide positive feedback and support to students and improve their practice would result in better student learning outcomes.

The benefits of improved relationships between student and teachers were also highlighted in a number of youth development programs in the USA. Programs that sought to build positive relationships between students and staff, and which increased students' feelings of competence and positive identity, resulted in a range of positive personal outcomes for students, including increased school attendance, greater engagement with academics and school, and fewer behaviour problems (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004). Therefore, a teacher needs good relationships with students, along with improved practices and classroom management to increase engagement with learning and improve problem behaviour. These improvements will result in less stress for teachers and improved learning outcomes for students.

How a classroom teacher views a student's problem behaviour can affect whether he or she believes the student is actually engaged in learning. In a study (Algozzine, Wang, & Violette, 2011) that looked at teacher ratings of students with social problems, classroom teachers were more likely to rate students with problem behaviour and social problems as less engaged in learning than high achievers. The researchers reported that although students were considered low achievers who had problem behaviours, the students did not necessarily have reading or academic problems. The link between low achievement and behaviour was through the perception of the teacher who rated students. This study indicated that a teacher's point of view of what constitutes problem behaviour and engagement can sometimes affect who is targeted and what supports are put in place.

A student may be diagnosed with a mental health issue. In most countries, those who are diagnosed with a mental health issue are provided with supports. The outcome for students with diagnosed mental ill health was reinforced by studies that have indicated an increased risk of substance abuse, and a resulting decrease in academic success for students (Centre for Community Child Health, 2007) and increased stress on school staff (Greene, Beszterczey, Katzenstein, Park, & Goring, 2002).

Many regular classroom teachers feel inadequate in their ability to cope with students with diagnosed mental ill health. A survey of regular teachers, special education teachers, and

school counsellors on mental health issues of school students reported that there were significant differences between the opinion of mental health research, school counsellors, and regular and special education teachers. The views of the regular classroom teachers centred on their own capabilities, knowledge, and perceptions to assist students with mental ill health adequately in classrooms or at their school. Classroom teachers were more likely to cite that their lack of knowledge about the mental health of their students was the greatest barrier to assisting them in classrooms (Repie, 2005). It is a difficult situation for teachers and schools. On the one hand, research says that having students with mental health issues in regular classrooms was important for them to develop appropriate social skills and to engage with learning (Steer, 2009); on the other hand, students also need specialist teacher supports and mental health services, such as community psychologists (NSWDoE, 2016).

The implementation of school-based programs that focused on both mental health support and engagement with school, and which were designed to prevent disruptive behaviours, can be effective. There are other benefits such as improvements in resilience and reduced problem behaviours (Catalano, et al., 2004), as well as improved connectedness with school (Bower, Kraayenoord & Carroll, 2015). As mentioned above, connecting on a social level also had the potential for improved engagement and less problem behaviour for all students, not just those with diagnosed mental ill health.

The topic of effective classroom management has been the subject of a number of reviews. One review (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008a) suggested that teachers' classroom management skills need to include effective classroom behavioural practices such as clear and positive classroom rules; clear and concise classroom behavioural and learning expectations; effective instructional strategies that were rigorous and relevant for learning; provision of positive feedback for appropriate behaviour; and responding objectively and calmly to problem behaviour that may require consequences.

Effective management of classrooms as outlined above plays a large part in the engagement of students with problem behaviour. Those classrooms where instruction was rigorous, relevant, and delivered at a pace appropriate to the content (Simonsen et al., 2008a), and which had positive and pre-corrective statements (Smith, Lewis, & Stormont, 2010) were likely to keep students engaged in learning and decrease problem behaviour. Therefore, the teacher remained the centre of providing

an environment conducive to engaging learners and reducing problem behaviour.

In summary, research supported the contention that social and academic engagement in school resulted in positive outcomes and less problem behaviour for young people at both school and post-school. Students were more likely to stay in school if they were engaged with learning and were less likely to demonstrate problem behaviour. There were some differences in views between leaders of schools and classroom teachers on whether the problem behaviour affects engagement, or lack of engagement affects behaviour.

Sometimes this was exacerbated by the perception of teachers in their ratings of a student, which assumed that students with problem behaviour were therefore not engaged. Studies that included mental health issues suggested that students with mental ill health were less engaged and required targeted and increased engagement in a classroom. In addition, teachers who managed their classroom and used effective instructional strategies, provided positive feedback, and linked expectations to classroom processes improved the behaviour of students and eventually reduced stress for teachers.

2.3.3 Impact of student problem behaviour on teachers

Teachers' management skills are influential in the classroom. Sometimes the problem behaviour of students can have a detrimental effect on teachers resulting in stress, burnout and health issues. Such is the seriousness of problem behaviour for some teachers that the impact of students with problem behaviour on classrooms is one of the main reasons for teacher resignation (Ewing, 2002). This is despite the fact that the majority of problem behaviours reported by teachers suggested many were essentially minor disruptive behaviour, such as talking back, ignoring teacher instructions, tardiness, clowning and swearing. Nevertheless, teachers felt the high level of stress when dealing with those low-level behaviours would be a reason for leaving the profession (Sullivan et al., 2014). The more serious behaviours, such as severe verbal abuse, physical violence and threats with weapons, were rare in schools, although these also impacted on teachers' ability to cope (Conway, Foggett, & Cunliffe-Jones, 2003; Scottish Executive, 2004; Steer, 2008; Sullivan et al., 2014).

As the teacher is the centre of classroom engagement and management, it is important to explore the stress and burnout of classroom teachers affected by problem student behaviour. The effect of students with problem behaviour on a classroom may influence a teacher's decision to leave the school system, or reduce teacher resilience to further problem behaviour and therefore affect learning and teaching (Ewing, 2002; Obenchain & Taylor, 2005; Sullivan et al., 2014). Teachers may use ineffective strategies (such as not differentiating learning) and have ineffective management skills (such as punishment) within their classrooms, which can increase student problem behaviour, thus increasing stress for teachers. Teachers are important in the success of a classroom and engagement of students within schools, so consideration of problematic issues within schools and their effects on teachers is an important factor in research on student problem behaviour (Angus et al., 2009).

A study by Lewis (2004) examined the relationship between Australian student behaviour in classrooms and their teachers' disciplinary strategies. Those teachers who were less authoritarian and used less strict discipline methods had students who were more

responsive and were able to work with a decreasing need for discipline measures. Lewis further suggested that a lack of effective behavioural strategies would lead to an erosion of confidence for teachers to deal with arising discipline issues or problematic student behaviour in the classroom and therefore increase their own stress levels.

The stress of teachers and classroom discipline issues has been a widespread concern in other nations too. For example, in a summary of findings regarding violence in USA schools it was reported that the prime concern facing public schools was discipline (Larsen, 2003, p. 1). Once a teacher has experienced high levels of stress and low levels of confidence in dealing with problem behaviour they become more dependent on the executive (e.g., principals, executive teachers) in their schools to deal with problem behaviour in classrooms (Yoon & Gilchrist, 2003). This could result in an avoidance of dealing with discipline issues and reliance on the executive to solve problems. Alternatively, classroom teachers without coping or resilience skills could leave the profession.

Leaving the workforce and attrition of teachers has been of great concern in the literature. For example, a number of studies have reported teachers being confronted with a complex range of behavioural issues from minor concerns to extreme physical violence. It was this aspect of teaching that influenced decisions to leave the workforce and/or take extended sick leave. Workplace stress and its impact upon retention levels are a continuing concern within the teaching profession (Brown, Davis, & Johnson, as cited in Jepson & Forrest, 2006, p. 1; Obenchain & Taylor, 2005).

The coping strategies accessed by teachers and students are of importance in creating positive environments in schools. The ability to bounce back when faced with adversity is termed resilience (American Psychological Association, 2013). The development of resilience skills has increasing support in the literature for reducing stress of teachers and improving academic outcomes for students. A study by Australian researchers looked at the resilience of teachers to stress and burnout. In their study, poor student behaviour was cited by teachers as often being beyond their control and a factor in leaving the workforce (Howard & Johnson, 2004).

A significant loss of expertise in the profession can result from teachers leaving due to stress. The loss of expertise can include local community knowledge, expertise in subjects areas and curriculum, understanding of school systems, education department procedural knowledge, and experienced classroom/student management skills. Schools would have to provide new teachers with new skills in managing students and understanding local school and community issues. Resources and time are required to upskill new staff and this would lead to a lag in effective behavioural and learning support for students (Howard & Johnson, 2004).

The issue of provision of appropriate professional learning for teachers to develop resilience skills and learn coping strategies when confronted with problem behaviour of students has a

significant impact on the loss of educators to stress and burnout. The majority of research in coping strategies for stress in teachers has been directed largely at an individual level. However, a number of studies have highlighted good management structures and leadership in developing a supportive whole-school culture of trust (e.g., Cook, Tankersley, & Harjusola, 2008; Curriculum and Leadership, 2007; Dworkin, Saha, & Hill, 2003, as cited in Howard & Johnson, 2004, p. 402; Kyriacou, 2001; Luthans & Peterson, 2002; Punch & Tutteman, 1996; Sheffield, Dobbie, & Carroll, 1994) as well as increasing the wellbeing of teachers (Ross, Romer, & Horner, 2012).

Successful outcomes for students with problematic behaviour are compromised if teachers are less resilient or are under personal duress. Teachers require continuing professional learning to develop flexible and appropriate strategies to further address problem behaviour, provide the most appropriate support, and develop self-efficacy and personal resilience. Professional learning may not be necessarily of optimum quality or for sufficient hours to be effective in their schools. Fifty hours of professional learning has been suggested by Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) as a minimum in ensuring that teachers improve their own capabilities, skills, and resilience so that they can better support students with problem behaviour.

The South Australian study of productive and unproductive behaviours in South Australian schools (Sullivan et al., 2014) so found that 53% of teachers indicated that student problem behaviour caused them stress. More primary teachers were stressed than secondary teachers. Younger teachers under 30 years and teachers between 50 and 59 years were also more likely to feel stressed than other age groups and executive teachers. The most difficult behaviour to manage for teachers was students using unproductive behaviour to avoid schoolwork. Findings from another study (Fisher, 2011), which sought to establish reasons why some teachers were more stressed, indicated that particularly challenging school environments, such as those in high minority, high poverty schools with more challenging students, placed teachers more at risk for stress than others. Therefore, challenging environments with increased problem behaviour, less support by leaders, and less engagement with learning and teaching affected the attrition rates of teachers.

In summary, teachers who had less resilience skills, used harsher disciplinary strategies, and had unsupportive whole-school structures were more likely to feel stress and burnout when confronted with problem behaviour in the classroom. Less experienced and younger teachers were more likely to feel stressed within the classroom. Problem behaviour of students was one of the main reasons that teachers left the profession. Teachers who taught in low socio-economic areas experienced more stress and more problem behaviours in classrooms than other teachers. Maintaining resilience in experienced teachers at both a personal level and a systemic level was important to retain them in employment.

2.4 Schools as Agents of Change: System Approaches to Behaviour

This section examines school systems and system approaches as an appropriate method to effect change and address problem behaviour to improve both social and learning outcomes for students. This section also emphasises the role of leadership and further professional learning on teacher classroom management for pre-service and in-service teachers.

A system has been described as a set of defined elements interacting and supporting each other (Betts, 1992). Within a school the elements would include school administration, school staff, students and community, and policies and procedures. Betts further suggested that the elements should operate at a high level of effectiveness and efficiency to ensure that the system works at its optimum level. Betts further reinforced this notion through suggesting that if schools and education systems made a large commitment to effective implementation that all would reap the benefits of improved and better educational systems.

A number of studies of systems and systemic support (e.g., Fox et al., 2015; Oberle, Domitrovich, Meyers, & Weissberg, 2016) have suggested that any system enacted in schools requires optimum support from higher levels in the jurisdiction (such as education departments). The higher organisational levels must be committed to providing the best support that allows for sustainability and long-term outcomes. Oberle et al. (2016) reinforced the point that sustained support by jurisdictions allowed school systems to operate more effectively. The effective operation at any school was reliant on a jurisdiction understanding that specific school systems needs be tailored to their local communities, be based on evidence, have accountability for implementation, and be responsive to change (Fox et al., 2015).

Systems occur throughout schools and education departments. There are systems at a higher level such as education departments that contain a policy, designate rules and regulations in how to follow that policy, provide opportunities to apply for funding and personnel to assist in implementation, review and evaluate protocols, and research evidence to support the system. System approaches have been suggested as a way forward in delivering effective programs to students with problem behaviour and to ensure improved wellbeing outcomes for students and staff. There are two sub-themes highlighted below. First, systems at a school level and, second, more specific systems that target problem behaviour and learning.

2.4.1 School-level systems

When considering a school-level system, the literature uses terms such as whole-school approaches or schoolwide systems to describe approaches that focus on all teachers,

students, administration, and local needs in a combined effort. Whole-school approaches or schoolwide systems are important in developing systematic, persistent, and consistent approaches to student problem behaviour and the engagement with school by students, teachers, and the local community. School-level systems are well documented in the literature with extensive literature on Positive Behaviour Intervention Support (PBIS; see 2.5.1 for a detailed description and the model).

Literature regarding school problem behaviour has suggested that some approaches to the management of behaviour in schools contributed to increasing patterns of problem behaviour of students. A report by Hanover Research (2012) indicated that teacher education programs that taught programs only targeting behaviour or zero tolerance policies such as immediate suspension or expulsion for students with emotional/behavioural disorders (ED/BD) in schools were actually harmful. Lane (2007, as cited in Hanover Research, 2012) further suggested that schools perpetuated the misconception "... that students must learn to behave appropriately before instruction can occur ..." (p. 4). Therefore, the withdrawal programs and specific social skills programs such as anger management and conflict resolution are not as effective as addressing the academic needs of students with problem behaviour. The Hanover Research concluded that the best practice was a positive and proactive systems approach that focused on learning and behaviour.

Proactive and positive approaches have a higher likelihood of success (Sugai et al., 2000; Turnbull et al., 2002; Zuna & McDougall, 2004) than the use of punitive discipline methods (Lewis, 2000). Schools can be a place of consistency and predictability for students with behavioural problems. Creating a positive approach requires schools to implement evidence-based approaches in the management of problem behaviour such as a whole-school approach (Queensland Department of Education and Training, 2016; Rock & Gable, 2008, Western Australia Department of Education, 2016b).

System support is important to teachers and schools. For example, a case study of Victorian primary school teachers (Burchielli & Bartram, 2006) concluded that behaviour and a lack of systemic support (from leaders and colleagues) for problem behaviour were considered the most problematic issues in schools. The study highlighted the imbalance between expectations by education departments and the school's unique characteristics, which resulted in a lack of targeted appropriate support suited to the individual school and their system. Other areas that were identified as issues in adequately supporting students with behavioural problems included a lack of appropriate interventions devised by school personnel, a lack of consistent and persistent approaches to interventions, and punitive disciplinary procedures that did not focus on positive programming (Buck, Polloway, Kirkpatrick, Patton, & McConnell Fad, 2000).

Considerable research has suggested that inadequate ongoing training of teachers in classroom management skills and behaviour management resulted in the future

development of poor social skills and social-emotional competencies (Greer-Chase, Rhodes, & Kellam, 2002; Howard & Johnson, 2004; Katsiyannis et al., 2000; O'Neill & Stephenson, 2014). Research has argued that reinforcing good skills in managing a classroom, targeting learning needs for those students with behavioural and social issues, allowed better access to learning and curriculum outcomes (Bambara, Goh, Kern, & Caskie, 2012). The continued professional training of teachers and a good managerial support system were the key to supporting teachers, students, and the community so that there was a way forward in terms of better access to learning and a decrease of future poor, antisocial behaviours (Greer-Chase et al., 2002).

In summary, a number of reasons why schools could exacerbate problem student behaviour have emerged. One of these was inadequate training of teachers at the pre-service level and a lack of ongoing training in behaviour strategies once a teacher was within a school. Another reason was the lack of systemic support through good leadership and attention to local needs of the community and the students. Outcomes improved for both students and teachers if the school leadership was understanding and focused on supporting and providing ongoing professional learning opportunities for school personnel, together with a consistent positive emphasis on the role of community. The school as a system needs to be collaborative, predictive, and consistent without resorting to punitive disciplinary procedures.

2.4.2 Behaviour systems to address problem behaviours

Simpson, Peterson, and Smith (2011) outlined what they believed were the essential elements of an effective educational program for students with emotional and behavioural disorders. These included evidence-based teaching strategies, environmental supports, effective behaviour management systems, valid social skill and social interaction programs, and support for parents and family.

Historically, behaviour support in schools had targeted children who engaged in high-frequency or high-intensity problem behaviours (Horner, Sugai, Todd, & Lewis-Palmer, 2005). Traditionally, resources had been allocated to (a) identify these children, (b) provide assessment and diagnosis of the problems presented, and (c) develop individualised behaviour support efforts to contain or remediate behavioural challenges.

A number of approaches to managing problem behaviour in government schools have been encouraged by government education departments. Often the approaches were based on academic research into school problem behaviour, or from reviews of current management systems that resulted in changes and improvement. Positive Behaviour Intervention Support (PBIS) arose from research at the University of Oregon (Horner & Sugai, n.d.). PBIS is an evidence-based practice for building a positive social culture promoting both social and

academic success. The PBIS framework utilised the term “positive behavioral support” that was established by the U.S. Department of Education instead of “non-aversive behavioral support” (Kent, 2010, p. 1). The approach is discussed in detail in the following section.

Much of the research that identified effective interventions and behaviour support systems originated from the US and was often utilised by other nations (Gulchak & Lopes, 2007), such as in Australia. However, it has been suggested that even the most effective behaviour interventions are unlikely to be sustained if they are not realistic in terms of time or effort made by all involved in school planning (Payne, Scott, & Conroy, 2007, p. 173) and implementation. Therefore, the adoption of an effective system of behaviour support is important. Adherence to a specific or agreed framework or program has been a challenge for education departments and school staff, as consistency of implementation over time has not been a common education practice.

Research on schoolwide approaches such as PBIS had suggested that in an effective school staff share a common purpose and vision, follow an agreed set of processes, understand and implement programs, and have effective leadership (Freeman et al., 2006, p. 3). The school principal has been considered the driving force in making schoolwide programs or systems support effective. Schoolwide or whole-school procedures and systems needed to be consistently planned, accepted, and implemented by all staff. Research suggested that this may not necessarily occur unless the principal takes a highly visible and supportive leadership role (Guzman, 1997; Peaston, 2011).

Managerial support, which included leaders and policy developers, accurate data collection of school behaviour, executive support of teachers and students, collaboration between all stakeholders in the local community (and beyond), and an appropriate and agreed common approach to behaviour management, were all features that impacted on successful behavioural change for students (Jordan et al., 2009; Lewis, 2000). The ability of schools to address student behaviour problems was dependent upon effective policies and procedures and the use of research-validated practices (Office of Special Education Programs, 2000).

The notion that school leaders (mostly the principal) are important to successful systems and whole-school approaches to behaviour was supported by Dinham’s (2007) research into the influence of quality leaders on teacher learning and student success. The research suggested that responsive and effective leaders could improve an organisation by “... changing what people know, what they can do and how they think ... to create ... the learning community” (p. 273). Therefore, an effective leader could create and support change by providing support to the adults within the school environment through consistent systemic support (Hyde, 2013; Lewis, 1999, p. 2; McCormick, 2001; National College, 2011; Office of Special Education Programs [OSEP], n.d.; Sugai, 2012).

Development of consistent, positive, and effective programs and processes in schools can be difficult as schools bring together many varied populations (teachers, parents and

students) with different experiences and levels of learning. Diversity can result in conflict, and the effective management of behaviour within school settings was, and still is, a focus for educational researchers. Considerable research has suggested that without sound management systems within schools and/or supports for the management of behaviour, students' learning can be adversely affected (see, e.g., Bradshaw & Pas, 2011; Carpenter & McKee-Higgins, 1996; Colvin, Ainge, & Nelson, 1997; Conway, 2014; Gunter, Coutinho, & Cade, 2002; Kauffman, 2001).

School staff also need the time and appropriate skills to establish relationships with the school community. Collaboration between the community and school strengthened all effective school programs through offering intensive and specific programs that were flexible to family and community needs. Encouraging parent and community interaction is essential to developing an agreed approach based on the needs of the local community (Australian Government, 2016; Education Scotland, n.d.-b; McCormick, Cappella, O'Connor, & McClowry, 2013; Metcalf, 2001; Queensland Education, n.d.; Tasmania Department of Education, 2003). For example, a study into the beliefs of children and teachers regarding misbehaviour and discipline strategies determined that there was too much incongruity between their perceptions (Infantino & Little, 2005). The study concluded that there needed to be a shared definition (a system) of what constituted both disruptive and acceptable behaviour across the school with consistent consequences. This involved the school, family and community working together in the development of skills required to form healthy, caring relationships (Howard & Johnson, 2000). Therefore, a systems approach would ensure that all involved in the school and greater school community adhered to policies that were developed collaboratively using research, and responded to the individual needs of the school community (NSWDECa, 2011, p. 4).

The importance of including parents and the school community has been the subject of much research for increasing engagement with learning and in school for students with problem behaviour. Eccles and Harold (2013) suggest that parents and community play a vital role in both academic achievement and socio-emotional learning. The critical issue is the quality links that schools develop with parents and families in their community that make it easier for teachers and parents to work in partnership. The quality links rely on school policies, teacher practices, and family practices. Therefore, the quality links between parents and the schools improve the connections with students within the classroom (Mitchem, 2005; Sheridan et al., 2012).

McCormick et al. (2013) investigated the research literature on students with behaviour problems and parents and discussed that the problem behaviour of students was decreased if there was parent involvement. In addition, Kladifko (2013) also discussed that it was important for principals to encourage family involvement in school as parents were the most important influence in a child's life. Therefore, increasing parental engagement was a factor in improving a child's willingness to engage with school and reduce problem behaviour

(Emerson, Fear, Fox, & Sanders, 2012).

A further study conducted by Schaps and Solomon (2003) was a review of both correlational and intervention studies that focused on systems of support for behaviour in schools. They found that systems approaches could be effective when there was increased student attachment and a supportive school environment, resulting in more student willingness to engage with school norms and values.

Another review of mental health programs in schools in the UK concluded that whole-school systems that included students, families and teachers impacted on positive mental health and the behaviour of students. It was also determined that whole-school systems had increased benefits for staff (Wells, Barlow, & Stewart-Brown, 2003, p. 218). The conclusions of the review suggested that the benefits for staff could have included reduced stress, and a better understanding of mental ill health and behaviour problems within their school environment, and effective implementation strategies within a whole-school systems approach.

In conclusion, if education departments, schools, and communities consider the research into effective whole-school approaches to supporting students with problem behaviour, then they need to consider systemic supports. The system support in schools provides a common, agreed, and positive approach for developing across-school systems and a focus on improving behaviour through better engagement of students with learning. An effective system in a school includes quality policies and teaching practices that link to parent and communities. High-quality connections with parents increase the likelihood of student engagement with the school and reduce problem behaviour. A systemic approach also includes a consideration of the local needs and context of the community and students led by an effective, flexible principal.

2.5 Systems Approaches

The following sections review the current literature and some examples of systems approaches in the US, England, Scotland, New Zealand, and Australia. The review targets the management of student behaviour and highlights some of the programs and processes.

Public schools in the US, England, Scotland, and New Zealand implement educational, welfare, and discipline policies similar to those operating in Australian government schools. The policies were used as the basis for specific student behaviour management practices. The implementation of behaviour approaches in schools usually resulted from current research regarding the management of student behaviour problems (Gulchak & Lopes, 2007). Practices based on system research evidence were considered to increase the capacity of schools to balance a mandated curriculum with student welfare (New Zealand

Ministry of Education, 2007; Ofsted, 2005; Scottish Executive, 2004; U.S. Department of Education, 2007).

A key finding from research in these countries was that there needs to be strategic management of key personnel or resources by good leaders for schools to achieve their goals for behaviour management (see, e.g., Colvin, Kameenui, & Sugai, 1993; Colvin & Sprick, 1999; Mitchell & Castle, 2005; Normore & Blanco 2006; Steer, 2009; Sugai, 1996, 2012). Policy documents and supporting literature from the US, England, Scotland and New Zealand education department websites, direct principals and school leaders to embrace the specific characteristics of quality leadership (Ofsted, 2003a) or referred leaders and principals to explore related current literature (see Leithwood & Riehl, 2003; New Zealand Ministry of Education, 2003b; Scott, 2003; Steer, 2009). These sites emphasise effective management and leadership as a priority for the management of behaviour in schools as a system (Bryant, 2003; Connolly & James 2006; Her Majesty's Inspectorate of Education [HMIE], 2006; Ofsted, 2003a).

The following sub-sections look at some systems approaches first in the USA, followed by England and Scotland and lastly New Zealand.

2.5.1 Systems approaches in the USA

The USA's No Child Left Behind Act of 2001, called upon educators to use "scientifically-based research" when determining which behavioural interventions to implement (National Center for Educational Evaluation and Regional Assistance, n.d., p. 1). As previously mentioned, an example of a widely implemented approach for managing student behaviour in government schools in the USA is the Positive Behavior Intervention Support (PBIS) framework or Schoolwide Positive Behavior Support (PBS; OSEP, n.d.).

PBIS was supported by the Office of Special Education Programs (OSEP), which is the federal USA's department that develops policies for special education. The US national education department acknowledges the importance of the systemic approach by administering and maintaining a national-level webpage. The webpage provides information on developing whole-school support for the management of behaviour that leads to "... successful learning and social development of students ... and ... capacity-building information and technical support ... to assist states and districts in the design of effective schools" (OSEP, n.d., p. 1). PBIS has spread to over 22,000 schools in 2016, applying PBIS at various stages of implementation (Georgia Department of Education, 2016).

PBIS purported to increase the capacity of schools to support and manage students with behavioural difficulties and improve the link between schools and families/communities (OSEP, n.d.). PBIS was not designed as an optional program to be utilised by individual

teachers but as a systems change and required a whole-school commitment to the process. PBIS has a three-tiered approach in supporting the management of behaviour within a school, described as a triangle of effective behavioural support (see Figure 2.1). The approach to each tier is led by the evaluation of collected data on the behavioural needs of students. For example, data is collected on what behaviour is considered problematic, where and when it is occurring, and by whom. Consideration is then given to developing suitable interventions, processes and procedures for all students.

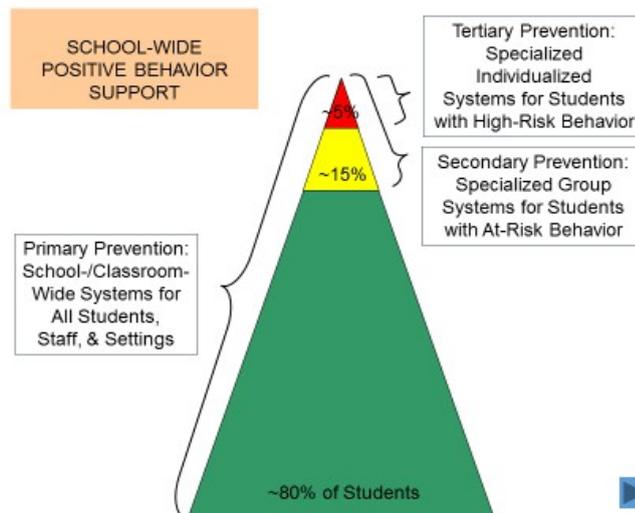


Figure 2.1 PBIS Three Tiered Approach (reproduced from PowerPoint presentation, Horner, n.d.)

In the primary (schoolwide) level, all students are considered and strategies are developed (such as five basic rules, rewards and consequences consistent across all areas of the school); in the secondary level, more targeted interventions (such as specific social skill development) occur for some students and groups of students who need more support; and at the tertiary (individual) level, support is for students with chronic and severe problem behaviour. This would likely include conducting a functional behavioural assessment (FBA) and the development of an individual behaviour intervention plan aimed at individual behaviour supports that benefit the individual student (O'Neill & Stephenson, 2014). Essentially, the consideration of all students in the whole school within the three tiers increases desired behaviours to replace inappropriate behaviours, resulting in increased learning and satisfaction levels for all involved within the school community (Sugai et al., 2000). For PBIS to be successful there needs to be an 80% agreement by staff at each tier and for staff to be responsive to the collection of behaviour data. Therefore staff must agree on processes to implement, for example, a set of rules, consequences and instructional strategies for all students. What to include is based on collecting data on each of the tiers (OSEP, n.d.).

The establishment of IDEA in 1990, later revised in 1997 and amended in 2004 (Bollmer et al., 2010), ensured that an educational service was provided to all students regardless of their disability or educational/learning needs. The U.S. Department of Education reviewed

the PBIS system of support and recommended it as the way in which states/districts/schools could develop systems to support students with problem behaviour and to develop whole-school community approaches in changing behaviours. The guide given to administrators encouraged public schools to embrace PBIS as a preferred system of support and reported positive results. The data collected suggested that schools reported 20–60% less office referrals, improved access to academic time, improved academic performance, and a higher success rate for interventions based upon prior functional behavioural assessments (FBA; Heumann & Warlick, 2003, p. 4).

Sugai and Horner (2001) found that 500 schools that had successfully implemented PBIS in the USA reported a significant improvement in incidences related to behaviour across the whole school and indicated that "... behavior improves, academic gains are experienced, and more time is directed toward academic instruction" (p. 17). Strategies that were initiated and implemented included collaboration teams, training and development of school staff in appropriate behavioural management strategies, development of future goals, and the recognition of future support needed across the school.

In 2010, the U.S. Department of Education released a Blueprint for Reform in Elementary and Secondary Education (U.S. Department of Education, 2010). The only reference in the Blueprint to Reform for working with students with behaviour problems were from sections on the report dealing with improving school safety and health. This report does not name PBIS; however, the blueprint document reinforced states/districts using data to "... identify local needs and provide competitive sub-grants to school districts and their partners to address the needs of students, schools, and communities ..." (p. 33). Throughout this document, the main themes were around providing evidence and data, working with communities and identifying the specific areas of need for that local community or district. Many of the states used PBIS as providing evidence and collecting data.

There are many examples of implementation of PBIS across the USA, and funding for the program has been made available from federal and state grants. Each state has a coordinator. Support and funding were disseminated to districts and then to individual schools. At each level of support, schools were required to agree to follow the guidelines and be fully committed to its implementation for at least three years (OSEP, 2002).

The movement to utilise PBIS was grounded in some of the theories discussed by Dunlap, Sailor, Horner, and Sugai (2009) in providing appropriate programs and supports. It was suggested that the behavioural techniques should reflect the social ecology of a particular community in terms of accessibility, continuity, resource networking, and cultural and ethnic specificity. The principles of PBIS satisfied this criterion, as the local implementation of PBIS was assessed from locally gathered data. Kasper (2004, p. 30) further suggested that successful implementation required strong administrative support from districts and state departments of education. The support took the form of providing guidance on a PBIS

framework, soliciting input from the stakeholders, and securing resources to ensure the success of the team. The implication was that the framework for a system needed to be centralised at a federal level and then disseminated at a local district/school level. Accountability and implementation followed a set format administered through USA federal policy, and continued funding and support relied on the successful outcomes reported by states, districts, and schools.

As research emerging from the US has often been applied in discipline and behaviour management literature by other education systems, some Australian schools have adopted the PBIS framework and preliminary trials that were reported on departmental websites were positive (see, e.g., Education Queensland, 2008; NSW DEC 2008a; Tasmania Department of Education, 2007).

The more recent iteration of the implementation of PBIS is the current focus on the Response to Intervention (RTI) system model. RTI has integrated assessment and intervention within a multi-level prevention system to maximise student achievement and reduce behaviour problems and is the mandated model in USA government schools (American Institutes for Research, 2015, p. 1). In Tier One of the RTI model (Primary Intervention), the focus is on quality core instruction so that all students progress and access the basic curriculum. In Tier Two (Secondary Prevention), students who do not respond to Tier One strategies have access to supplementary learning strategies, such as adjusted work, upskilling reading skills and more classroom support. Finally, Tier Three (Tertiary Prevention) targets specific needs with an individual education plan (IEP) and focused supports. The focus of RTI was, and remains, on learning and learning outcomes (American Institutes for Research, 2013; Sugai, n.d.). Many of the resources and the developers of PBIS have integrated the PBIS framework to be embedded alongside RTI (Sugai, Horner, Fixsen, & Blasé, 2010). There is continued acknowledgement by USA education departments that learning and behaviour go hand in hand, and therefore PBIS has an important role in increasing the educational outcomes for students in USA schools:

Preventing the development and lessening the intensity of problem behavior must be a high priority of instructors seeking to maximize student learning and the impact of effective interventions. (Sugai, n.d.)

In conclusion, in the USA the preferred system approach to problem behaviour in government schools was, and still is, PBIS. More recently, it has been implemented alongside RTI. The PBIS system remains supported by the USA Department of Special Education, which provides funds and PBIS personnel (OSEP, n.d.). A school implements three tiers of support for behaviour for the whole-school population with more supports for targeted actions, and finally individual programs for specific students with more chronic problem behaviour utilising an FBA and an individual behaviour plan. PBIS relies on the commitment of 80% of school staff to being consistent and responsive to behaviour data in

their school's schoolwide, non-classroom, classroom, and individual supports, procedures, and strategies.

2.5.2 Systems approaches in England

In England, government policies have recommended that schools should not deal with behaviour in isolation, but tackle it as part of a wider school improvement strategy in a system of support (Ofsted, 2006, p. 2). Two examples of major system programs, the Excellence in Cities (EiC) and Education Action Zones (EAZ), were introduced by the English Department for Education and Skills (DfES) to advance educational improvement and to increase social inclusion in disadvantaged areas. The reports of these two programs sought to identify the extent to which a national initiative in education contributed to programs in improving learning in socially disadvantaged areas and identified successful management strategies that required the implementation of programs within Local Education Authorities (LEAs). An LEA was an administrative unit that was allocated funds and personnel from the national Department of Education to conduct programs within schools and the wider community.

The two programs were designed to complement existing national strategies and potential new programs in literacy and numeracy in primary schools. In addition, the focus also accompanied the development of specialist schools and planned action in improving pupils' behaviour and attendance (Ofsted, 2003a, p. 6).

EiC partnerships were originally composed of all secondary schools in an LEA and grew to include some representatives of primary schools and providers of post-16 years education. Essentially, high schools and some primary schools worked together to make decisions (subject to DfES approval) concerning strategic planning, how resources and programs should be targeted, implemented, managed, and monitored. Schools were given resources to employ learning mentors for targeted students, provide for gifted and talented students, and establish a learning support unit in the local area. The EiC partnership aimed at raising educational standards by providing individual academic and personal support for struggling students and extending gifted and talented students' potential.

The implementation of this program was prescriptive (Ofsted, 2003a, p.12) and schools had to address issues such as poor attendance, behaviour management, and learning needs. These inclusions were mandated by the DfES as the key priority in receiving funding. Schools were expected to institute mentoring programs in learning and behaviour. Within each EiC partnership, resources (funds and personnel) were delegated to schools based on a formula (including attendance and educational attainment levels) and targeted on action, not on administration costs.

Alternatively, the EAZ programs were a partnership between schools, business and community groups, and some higher education institutions. Schools had to “bid” for funds (Ofsted, 2003a, p.11). Following a submission by these partnerships, and subject to criteria and availability, funds were allocated to LEAs. The EAZ partnership areas or zones varied in size from small school groups to larger consultation groups who administered resources and programs to schools and businesses. This program also looked beyond the school and moved into the community through post-school options and supported families. However, the focus was still on improving educational standards and decreasing social exclusion in disadvantaged areas.

It was reported that EAZs developed cooperation and sharing of ideas between schools. This fostered improved and productive links with the business community. However, the report highlighted that the standards of achievement in schools were not raised. The program did improve the promotion of inclusion and assisted in tackling the disaffection and social exclusion of youth, particularly in secondary schools where there was improved attendance (Ofsted, 2003a, p. 9).

Results from evaluations of the two programs revealed that the EiC program compared to the EAZ program was more successful in improving attendance, educational levels of students (underachievers and gifted and talented students) and increased the level of support to those with behaviour management. It also highlighted that the EiC had developed good partnerships between schools and that this had potential to facilitate, for example, improvements in a system for transitioning students from primary schools to high schools and improved training and development for staff (Ofsted, 2003a, p. 18)

Continued refinement of many programs within the EiC and EAZ targeted smaller disadvantaged areas. These areas were called Excellence Clusters (Ofsted, 2003b) and were based typically on one or two deprived high schools working with their feeder primary schools to raise educational levels through mentoring, learning support, gifted and talented programs, and one targeted strand specific to each cluster’s needs.

Each Excellence Cluster was managed by a “partnership” of head teachers (principals) of participating schools, the LEA and a member of the local EAZ. Funding of about £140 for each student was provided through the Standards Fund. The partnership decided on the allocation of resources, planning, and implementation of the intended program. Funding was allocated to provide the best chance of closing the gap in performance (Ofsted, 2003b, p. 4).

The Excellence Clusters reports stated that generally there were signs of improvements in student attendance, behaviour, exclusions, and attitudes to education, especially the targeted students who required support. A highlighted outcome was the improved relationships between the cluster schools. Teachers were increasingly more aware of the issues that other schools and colleagues were facing in nearby schools. The best clusters were those that had strong links with their LEA and which were well supported by officers

and good advisors (Ofsted, 2003b, p. 7).

Reviews of all of the programs highlighted the core beliefs of leadership, behaviour, teaching and learning driving programs and the benefits of collegiate groups. Information and decisions during the cluster partnership process were disseminated by school head teachers (principals) to their school staff (Ofsted, 2003a). Effective management and leadership were considered a priority and its further importance emerged as the programs further developed (Ofsted, 2003a, p. 9).

Further searches of systems in England for supporting students with problem behaviours were centred on a review conducted by Steer (2009) into pupil behaviour issues in school education. This report presented outcomes of a review of school behaviour partnerships, the impact of school policies on learning and teaching, and the link between behavioural standards and students with special needs (Steer, 2009). A number of key recommendations were made in all these areas, but for the purpose of this literature review, the focus is on behaviour and attendance partnerships.

The review highlighted that partnerships between secondary schools was an important approach in improving the behaviour and attendance patterns of students. Steer further highlighted the importance of engagement with partner primary schools, increased staff training and the sharing of resources between the partnerships to buy in specialist support. The review reinforced the successful outcomes that local partnerships and systems of support between schools achieved (Steer, 2009).

Although Steer (2008) concluded that it was the professionalism of teachers that determined the effectiveness of behaviour support in schools, a 2010 paper that discussed both the historical perspectives and future challenges for inclusive policies in mainstream schools in England acknowledged that teachers struggled with accepting the inclusive rights of students with behaviour problems. Research in this paper suggested that teachers were more likely to accept students with intellectual and physical disabilities than those with behavioural issues (Hodkinson, 2005, as cited in Hodkinson, 2010). Hodkinson (2010) further suggested that it was crucial that the individual student was supported through professional learning of teachers and consistent whole-school system supports rather than focusing on the individual's diagnosis.

In summary, a number of reports on specific programs and policies in England acknowledged that a collegiate aspect between schools and consistent systemic supports resulted in more positive outcomes for students with behaviour problems and increased engagement with school and learning. Research from England concluded that leaders and LEAs that were supportive and responded to local needs were more likely to have better outcomes for students in their schools (Ofsted, 2003a). This was further reinforced by reports of new policies that encouraged partnerships between schools and communities and

the development of system supports. Steer (2009) concluded that teachers needed to provide consistency in both behaviour and learning support. However, Hodkinson (2010) went further to acknowledge that although teachers were more concerned about including students with behaviour problems in classrooms, increased opportunities for professional learning regarding better approaches and systems would ensure greater inclusion and therefore engagement with school.

2.5.3 Systems approaches in Scotland

The Scottish education department (the Scottish Executive) website revealed a number of documents on behaviour support and discipline in schools. One of the documents that developed approaches to behavioural support was Pupil Support (Scottish Executive, 2004) that emerged from the Framework for Intervention (FFI) strategic system in Birmingham, England (Discipline Task Group, 2001). Daniels and Williams (2000, p. 9) argued that the FFI was grounded in psychological, sociological, school improvement, and general management theory, so therefore was theoretically well founded. The approaches used in Scotland, including “Pupil Support” (Scottish Executive 2013), were developed by the Scottish Executive and provided support to schools. The system suggested three levels of support for behaviour management. The three levels focused on:

1. Class routines and procedures
2. Individual students having difficulty within classes
3. Extreme cases of students that require outside consultative assistance.

(Discipline Task Group, 2001, p. 24)

Alongside these three tiers of focus, as reported by Fallon and Williams (2005), was the Staged Intervention system. The Staged Intervention system encouraged collegiate support between teachers in schools. One member of staff (preferably non-management level) was trained as a behaviour coordinator. The behaviour coordinator supported other teachers in effective behaviour management for individual classrooms, which was only implemented at the request of the teacher who had identified the need for support. The Staged Intervention approach had been working in 23 Scottish education authority areas as a support for teaching colleagues. That approach was reported by the Scottish Executive Education Department Pupil Support and Inclusion Division as being “... firmly located within our approach to inclusion,” and that it supported “... a range of approaches with staff and pupils to tackle low-level discipline and promote early intervention” (HMIE, 2006, p. 7).

In addition, the majority of schools reported using the three levels in their schoolwide behaviour policy (Scottish Executive, 2006). Her Majesty's Inspectorate of Education (HMIE), an executive agency of the Scottish Government responsible for the inspection of public and

independent, primary, and secondary schools (Education Scotland, n.d.-a), reported that effective partnerships between schools and related educational services were considered key characteristics in increasing quality educational practices (HMIE, 2006).

One report (Wood, 2004) concerning partnership between schools systems sought to address the issue of effective processes and collaboration between schools and vocational colleges to "... enable 14-16 year olds to develop vocational skills and improve their employment prospects by allowing them to undertake courses in further education colleges as part of the school-based curriculum" (p. 6). The report encouraged collaboration between schools and vocational colleges using an agreed set of procedures and across-campus consistency concerning expected codes of conduct by students. This report also acknowledged that many of the collaboration successes had been created at a local level, while adhering to national guidelines was seen as a local essential system of support, which also included flexibility and creativity to develop best practice.

A feature of management policies across schools in Scotland was consistent and quality leadership. References to accountability and the importance of good organisational and executive support are consistently found in policy and guidance documents (see, e.g., Connolly & James, 2006; HMIE, 2002; Scottish Executive 2004, 2013). One aspect of a report to the Scottish executive into the links between mental health and behaviour in schools (Shucksmith, Philip, Spratt, & Watson, 2005, p. 75) suggested that the responsibility of capacity building of staff to increase skills in working with students with behavioural/mental health issues was related to the personal management style of the head teacher (principal).

Regular reviews have taken place in Scottish schools, in which researchers interviewed teachers and principals about behaviours of concern and changes to managing behaviour in schools. The 2012 review (Black et al., 2012) concluded that there had been more positive responses by teachers for increased understanding of behavioural needs of students, and acknowledgement of the importance of collegiate support within a whole-school ethos involving discussions for improving behaviour. This was further reinforced by heads of schools (principals), who talked about the importance of building good relationships between teachers and students. Interestingly, the review stressed that the most concerning behaviour was low-level disruptive behaviour with very few serious incidences.

In summary, research and policy investigation into Scotland's behaviour and schools focused on the increased positive use of developing a whole-school system for managing behaviour that involved teachers working together on local needs. Teachers agreed that the majority of problem behaviours were relatively minor in schools and the development of relationships with other colleagues, students, and families was conducive to improved practices for behaviour. There was acknowledgement in the research of the need for principals and government support in furthering professional learning and the need for increased funding.

2.5.4 Systems approaches in New Zealand

In New Zealand, an example of a system for the management of student behaviour in schools is the Resource Teachers, Learning and Behaviour (RTLB) service.

RTLBs are itinerant teachers and are located within a cluster of schools. The RTLBs are based at one school and may work across a group of schools (a cluster) depending on student needs (New Zealand Ministry of Education, 2003a).

In New Zealand there are four special education regions, and within these are districts, totalling 16 nationwide (Ministry of Education, 2003). Clusters of schools are formed from a number of schools within a local area, by virtue of proximity, and are able to work together in behaviour management to make best use of the RTLB service. RTLBs are itinerant, and location of the schools within clusters becomes important so that travel can be managed as efficiently as possible. There are 40 clusters nationwide, with about 915 RTLBs employed. The majority of RTLBs in each of the four regions indicated that they worked mostly with primary schools (New Zealand Ministry of Education, 2015, p. 1).

The RTLB service was managed by a cluster of schools with a lead manager (usually a principal from one of the schools) who made decisions based on the priority needs of students within that cluster. The amount of funds given to schools was determined by the number of students in a school needing support and their location. Therefore, clusters varied in size and were dependent upon funding received. The clusters were required to develop their own policies and ensure provision of the RTLB service to all schools in the cluster. Each cluster had a cluster committee that maintained cluster-wide perspectives and included all schools and RTLB representation. Most had one or more management subcommittees that monitored and managed the services provided by the RTLBs by the Ministry of Education (2003, p. 7). The cluster developed a local referral process that met local needs and ensured there was equitable access to the RTLB service for all students (New Zealand Ministry of Education, 2015b).

The New Zealand's Ministry of Education also sponsored the use of the Positive Behaviour for Learning (PB4L) framework based on the USA PBIS model. The site hosted by the New Zealand Ministry of Education informed that PB4L was long term and systemic, included whole-school change initiatives, and targeted group programs and individual student support services (New Zealand Ministry of Education, n.d.). The inclusion of PB4L originated from the Taumata Whanonga behaviour summit in 2009 and was chosen as one of the initiatives that would be supported for the management of behaviour in New Zealand government schools. The PB4L update reported that although the use of schoolwide initiatives was relatively new, early indications showed that participating schools were experiencing improvements in student retention and achievement rates (Ministry of Education, 2013, p.

12).

Further investigation of New Zealand education systems included the considerable literature supporting the importance of leaders in New Zealand schools (e.g., Graham, 2004; Hattie, 2015; Ministry of Education, 2008; New Zealand Ministry of Education, 2003b). Principals were encouraged to consider research articles such as Leithwood and Riehl (2003) who emphasised three broad categories in leadership success for the effective management of programs: setting directions, developing people, and developing the organisation.

Effective leadership was highlighted as a key to school improvement, in building relationships, having an educational vision, setting a model and recognising and encouraging attributes in others (Mitchell, Cameron, & Wylie, 2002, p. 1). Important leadership practices and representation on cluster committees across New Zealand were considered effective and were emphasised and encouraged as a successful management approach in the administration of the RTLB service (New Zealand Ministry of Education, 2003a) and behaviour management.

A New Zealand government initiative in 2014 was the Investing in Educational Success (IES; Ministry of Education, 2015a). IES provided funding to New Zealand schools to establish a community of schools designed to "... build teachers' individual and collective capacity to attend to the needs of every student" (p. 3). Schools were provided with resources assigned to a number of schools within a local area to share good teaching practices, hold professional development opportunities using their own expertise and encourage school collaboration in innovative and supportive systems to address and improve the learning needs of students. The IES initiative reinforced that when teachers engage in professional problem-solving it impacts on effective learning for students. The community of schools is expected to develop lifelong learners in their schools who are "... literate and numerate, critical and creative thinkers, active seekers and users, creators of knowledge and informed decision makers" (p. 8).

In summary, in New Zealand there was support for system initiatives and programs that encouraged schools (led by principals and school managers) to work together as a system for supporting problem behaviour and learning of students through the RTLB cluster service and the IES initiative for the Community of Schools. The New Zealand Ministry of Education supported the implementation of clusters of schools to work together as a system to administer the RTLB position and Community of Schools based on research evidence and local needs. Both these systems of support aimed at improving the learning capacities of teachers and engagement of students within their local school. Both these systems relied on good leaders who drove the initiatives and guided staff through processes and procedures to ensure consistency of professional learning opportunities and programs of support for students based on local requirements.

2.5.5 Behaviour support and Australia

Government schools in Australia operate under the direct authority of the relevant state or territory minister. One of the earlier national priorities was the National Safe Schools Framework (NSSF), which was endorsed by all ministers of education in 2003. The NSSF included an agreed set of guiding principles for promoting safe school environments. The framework provided a nationally consistent approach that included the management of student behaviour (Department of Education, Employment and Workplace Relations, 2008).

In recent times, the Australian education model has been heavily driven by Federal Government actions. At the end of 2012, a new National Curriculum was launched to ensure that outcomes for academic access and achievement were realised consistently across all states and territories. This in effect sought to replace the previous autonomous state/territory syllabuses. State education departments and hence all schools were expected to use the National Curriculum from 2013 (Australian Curriculum, Assessment and Reporting Authority, 2012). NSW, however, requested an extension of full adherence to the implementation of the National Curriculum until 2014, with training and development occurring throughout 2013 for schools (NSWBOS, 2013).

All state and territory government school systems in Australia have policies and programs that consider the management needs for student behaviour. Table 2.1 lists the states and the current (May 2016) welfare, discipline policy that guides schools in the development of practices and procedural approaches. Many of these policies refer to the NSSF and consider the safety of the school community.

A recent site established by the Australian Government's Department of Education and Training, the Safe Schools Hub (2014), provided a "... range of positive behaviour management approaches, such as schoolwide positive behaviour support, restorative practices and peer support ..." (p. 1). The site also connected Safe Schools to the Australian Curriculum "... to learn more effectively ... on a whole-school basis, positive behaviour management can be an effective basis for the development of each student's personal and social capability" (p. 1). Another report (see Australian Government DET, 2008) focused on student wellbeing. It suggested there needed to be a shifting away from just program implementation to strategic implementation of whole-school approaches, which included the key areas of school culture, environment and ethos; curriculum, teaching and learning; school community partnerships; and a focus on whole-school organisational structures, processes and procedures. The focus on student wellbeing has been reflected in the development of policies in the states/territories that are named wellbeing but incorporate whole-school practices and the management of behaviour problems.

Table 2.1 List of Behaviour and Welfare Policies in Australia by State

STATE	NAME OF POLICY
Australian Capital Territory (ACT)	Safe and Supportive Schools Policy (Department of Education and Training, Australian Capital Territory, 2016)
New South Wales (NSW)	Student Discipline in Government Schools (NSWDEC, 2014a)
Northern Territory (NT)	Wellbeing and Behaviour (Department of Education, Employment and Training, 2016)
Queensland (QLD)	Supporting student health and wellbeing in Queensland state schools and statement of expectations for a disciplined school environment (Department of Education and Training, 2013)
South Australia (SA)	Health and Wellbeing (Department for Education and Child Development, 2016)
Tasmania (TAS)	Student Engagement and Retention Policy (Tasmania Department of Education, 2014)
Victoria (VIC)	Student Engagement and Inclusion Guidance policy (Department of School Education, 2014)
Western Australia (WA)	Student Behaviour Policy (Western Australia Department of Education, 2016a)

A common recent thread had been the implementation of the PBIS framework within some states (see, e.g., Queensland, Victoria, Tasmania and NSW education department sites). A variety of terms have been used, such as Positive Behaviour for Learning (PBL), in NSW. Proponents of PBIS in Australia believed that there was a need in Australian schools to replace exclusion practices for problem behaviour with more inclusive approaches such as PBIS (Bryer & Beamish, 2005).

It was apparent that state systems of education in Australia adhered to policies and programs and developed systems of support based upon existing research in behaviour management on the Australian Government Department of Education and Training safe schools hub website (see <http://www.studentwellbeinghub.edu.au>). The research, reports and reviews often referred to studies from the USA and UK on the effective use of systems approach practices for safer schools, which included student wellbeing, behaviour and engagement. What was also apparent was the idea that effective leaders make a difference

in any school (McKenzie, Mulford, & Anderson, 2007). For example, research from two case studies on successful school leadership in Tasmania and Victoria indicated that, from an Australian perspective, the principal remained an important and significant figure in determining the success of a school. Principals were key agents for building the school's organisational capacity and creating the cultural and structural conditions for meaningful and effective teaching and learning to take place (Gurr, Drysdale, & Mulford, 2006, p. 389). It is the ability of the principal to provide effective communication links with staff and community, and policies to improve the capacity of schools to support students (Cook et al., 2008). Principals also need to develop systems that encourage a positive school climate (Fan, Williams, & Corkin, 2011) and implement whole-school approaches (Graham & Harwood, 2011).

In summary, in Australia, there are many resources across each of the government state education sites that support the development of school-based discipline and welfare policies that must adhere to the national safe schools and student wellbeing policies and research. Each state/territory adheres to the national policies that focus on positive behaviour support, student wellbeing, inclusive practices, whole-school approaches, research evidence and good leadership practices. Policies developed by states are expected to provide links to current research and be guided and supported by effective school principals who encourage positive school climates through whole-school approaches and links to national educational goals. Each state/territory developed and disseminated state policies to smaller regional education areas with the expectation that in-school policies would be developed by school staff and their communities. Finally, the Australian government promoted the health and wellbeing of students as a priority in schools. The development of programs and supports that reinforced this priority was advocated by the following statement from the Centre for Education Statistics and Evaluation Student Wellbeing literature review:

Research evidence shows that students with high levels of wellbeing are more likely to have higher academic achievement and complete Year 12; better mental health; and a more pro-social, responsible and lawful lifestyle. By ensuring that wellbeing is a focus of Australia's education system, Australia can also ensure greater participation in the workforce, more social inclusion and more effective building of Australia's social capital. (Centre for Education Statistics and Evaluation, 2014, p. 3)

2.5.6 Behaviour and systems approaches in NSW

The following section focuses on NSW where the current study took place and the implementation of systems approaches to supporting behaviour management within government schools.

2.5.6.1 Introduction to NSW education

This section looks at policies, systems and funding for the management of problem behaviour in NSW Department of Education and Communities (NSWDEC) schools. A specific system of support, termed the *cluster model* that was introduced in a small educational district in 2003, is examined as a precursor to the current research systems model, the Local Management Model.

The state of NSW has the largest number of government schools in Australia (2,207 out of 6,743), with two thirds of NSW students attending government schools (Australian Bureau of Statistics, 2014). Following the 2011 change of NSW state government, the 10 existing NSW educational regions were reduced to nine. The name of the education department also changed from NSW Department of Education and Training (NSWDET) to NSW Department of Education and Communities (NSWDEC).

In partnership with the federal government, NSWDEC in 2011 was involved with the *Smarter Schools National Partnerships on Improving Teacher Quality, Low Socio-Economic Status School Communities and Literacy and Numeracy*. The national partnership targeted the upskilling of teachers and the support of schools in disadvantaged communities with the proposed outcome of raising the standards of literacy and numeracy. Over a 7-year period, \$1.5 billion dollars of Commonwealth and state funding was directed to 780 NSW government, Catholic and independent schools (NSWDEC, 2011a).

At the same time, the NSWDEC had been piloting a program of increased local decision-making in schools for staffing and dissemination of school budgets. Essentially, schools were given funds and personnel to implement programs according to their local needs. Over 47 schools of various types, sizes and locations were involved in the pilot over 2 years, concluding at the end of 2011. The pilot was intended to provide information about possible reforms in public education, based on local decisions about staffing patterns and resource implementation by the schools and their communities. Preliminary findings in 2012 suggested that principals welcomed the flexibility of utilising their own funds for local solutions, reported less “red tape” in accessing support, were able to employ their own appropriate staff, and had flexibility to release staff from normal duties to develop suitable programs (NSWDEC, 2012).

Further to the success of the above pilot, the NSWDEC called the ensuing policy *Local Schools, Local Decisions*. An interim report published at the end of 2011 summarised the emerging themes from activities reported by schools and identified a number of themes. Principals and others believed the concept of local decision-making increased their authority to support teaching and learning. Further, local decisions would allow for the right person in the right place to be the pivotal decision-maker (NSWDEC, 2011a, p. 8).

Currently, schools are still involved in *Local Schools, Local Decisions* with projected administered 2016 targets to manage 70% of school education budgets, manage staffing and operational funding, and manage funds allocated according to the complexity and student numbers (NSWDEC, 2014b).

2.5.6.2 Behaviour support in NSW government schools

Guidelines outlining the management of student behaviour in NSW government schools suggested policies and programs include systematic strategies for engagement in learning through the recognition of appropriate behaviour. Emphasis was placed on system approaches to behaviour management that utilised current research supported by quality leadership (NSWDEC, 2014a).

Prior to 2013 there were 10 NSWDET educational regions as outlined above. The 10 regions were allocated funds and personnel by the then NSWDET and were permitted to administer these resources in ways that were based on regional priorities. The regions had different approaches to the management of behaviour. For example, two regions, were implementing Positive Behaviour for Learning (PBL) in 2007. This was followed by a third region piloting PBL late in 2008 (Hunter Central Coast, 2008).

PBL was based on the PBIS framework (see Figure 2.1) and had been adapted for Australian schools. PBL was a framework for the school and its community to develop ideas collectively and support every student in social and emotional wellbeing through academic and learning engagement, team problem-solving approaches using data of student behaviour, and the development of a continuum of behavioural approaches from early childhood through to senior secondary (NSWDEC, n.d.). In a report on the effectiveness of PBL in the Western Sydney Region of NSW with the University of Western Sydney, government schools concluded that student motivation and self-concept were generally higher in these schools than in others without PBL. The biggest impact was on the attitudes of staff in developing positive and preventive practices within a schoolwide approach. However, the report noted that there were only “weak indications” of the effect on student learning. However, the Western Region schools had only implemented schoolwide procedures (Mooney et al., 2008, p. 1). Those regions involved in introducing PBL were allocated specific funding and some support personnel to assist schools who were involved.

All education regions in NSW also had access to state behaviour support personnel and funding, which included Itinerant Support Teachers Behaviour (STB), Non Violent Crisis Intervention (NCI) training, and Regional Student Services Support funding (RSSSP; NSWDEC, 2008a). These resources provided support for students and staff and increased the capacity of school staff to manage problem behaviour of students in their schools.

Schools in NSW had to adhere to the *Student Discipline in Government Schools* policy

(NSWDEC, 2006). The school's discipline policy could respond and be further developed by the individual school but must contain school rules consistent with the Behaviour Code of Students; strategies and practice to promote, recognise and reinforce appropriate behaviour; strategies and practices to manage inappropriate behaviour; clearly defined responsibilities of teachers, students and parents; and have elements of procedural fairness (NSWDEC, 2014a). Schools were encouraged to explore the implementation of PBL as a support to the school discipline policy that addressed the set of criteria mandated by NSWDEC. The NSWDEC website for PBL (see <http://www.pbl.schools.nsw.edu.au>) informed:

Positive Behaviour for Learning is an evidence-based whole school process to improve learning outcomes for all students.

In conclusion, NSWDEC had a number of mandated policies that schools must develop further, collaborating with families and school staff to establish a locally developed approach to the management of problem behaviour in their school. Although not mandated, the NSWDEC suggested that PBL was a framework that would ensure that positive support was occurring in schools and that they were implementing a research-validated system of support that was flexible enough to address unique individual local needs and outcomes.

2.5.7 NSW Local Management Models (LMM) and Local Management Groups (LMG)

The LMM was implemented in 2005 in the target region of the current research as a regional priority. This approach incorporated behaviour management beyond the schoolwide approach to a collaborative approach between schools. Schools formed groups, which consisted of a number of high schools and primary schools in a local area working together on the management of behaviour and other student welfare programs. These groups were called Local Management Groups (LMGs).

The LMM emerged from a *cluster model* that was trialled in a small educational district of 78 government primary and high schools in the NSW Department of Education and Training in 2003 (Student Services, n.d.). A cluster model consisted of one high school and its feeder primary schools and specifically targeted the management of behaviour from Kindergarten through to Year 12. The LMM superseded the cluster model approach with the change in NSWDET structure in 2005.

The survey of schools conducted by Conway, Foggett and Cunliffe-Jones, (2003) used the PBIS triangle (see Figure 2.1) for the 78 schools to comment on the effectiveness of current practices in supporting students at each level of the triangle. The results of the initial review suggested that a more collegiate and more responsive approach to behaviour management in the district schools was needed.

An approach based upon the EBS triangle (OSEP, n.d.) emerged from the review as a more

successful way of managing schools and students with behavioural difficulties and for providing sound approaches to behaviour management for all (students and teachers) within schools. The suggestion was that schools operated as a cluster model (i.e., a high school and its feeder primary schools) to amalgamate both funds and personnel, and to develop programs and strategies for managing behaviour in their schools.

The cluster model approach was trialled during 2003 and 2004. School leadership, mainly principals with other executive staff, developed suitable behaviour management supports with a Kindergarten to Year 12 focus utilising the EBS triangle and the elements of positive behaviour intervention support (PBIS; OSEP, n.d.). Priorities for the management of behaviour within a particular cluster model were established from working committees that involved teachers, district support personnel and community representatives from all schools within the cluster model.

For example, one cluster model utilised their funding effectively to provide Kindergarten to Year 12 strategies and long-term goals. School leaders and staff worked closely together in prioritising, planning and maintaining commitment. The priorities of the schools' leadership teams were focused on a common goal and emphasised training and developing staff to support students across both primary and high school, through utilising the expertise of staff across high school and primary schools in many differing areas of management, including behaviour and learning. Teachers travelled between primary and high schools focusing on cluster priorities and developing a common language in the management of behaviour. The belief was that students transitioning to high school from the primary schools within the cluster would see similar approaches to the management of behaviour from Kindergarten to Year 12. School policies were changed to reflect the collegiate approach (Foggett, 2004).

Reports indicated that all schools involved in the cluster model wanted to continue exploring the trialled approach as the positive aspects were believed to far outweigh the problems. Schools needed more time to continue with their new programs to validate any perceived successes (Conway et al., 2003; Foggett, 2004).

Although the cluster model was officially concluded in 2004, a similar model called the Local Management Model (LMM) was established in 2005 based on similar lines (Student Services, n.d.). The LMM incorporated management of special education, behaviour, learning support, school counselling and student welfare resources and personnel. Essentially, all funding and personnel were allocated by a Local Management Group (LMG), managed by the principals within a local area. Guidelines for the establishment of LMGs suggested that they consist of at least two high schools and their feeder primary schools; however, no set limit of schools was given. Schools were encouraged to form a small group of schools within a local area based upon their own local needs, characteristics and access to resources.

The collegial and common purpose of the leadership of the schools within the cluster model

had an effect on the success and effectiveness of the LMG approach. It was the “working together” and developing a common language of behaviour management and the equitable and collegial distribution of resources that seemed to be successful (Conway et al., 2003). The effective leadership teams utilised the limited resources allocated to best suit their own unique circumstances, and encouraged development of local identified programs throughout their schools. The programs followed sound research practices, had improved behavioural outcomes, and increased satisfaction of staff.

Although the LMM has aspects similar to the cluster model, differences were in the varying sizes of LMGs (e.g., one LMG had two high schools and 14 primary schools) and the focus on many other student welfare issues (e.g., special education funding, Indigenous education funding, school counsellor funding, support teachers funding) and resources separately for behaviour. Some LMGs had a number of very large high schools and central schools with many feeder primary schools. Those that were involved in the cluster model continued to operate their LMG along similar cluster model guidelines and believed that they continued to be as effective. Some conversations for the current research study suggested that with the newly established LMGs there were problems associated with schools equally dividing finances and support personnel only, and then operating alone in their utilisation of those resources. Some leaders also reported that high schools were bullying the primary schools and taking a larger share of resources without sufficient consultation with others in the LMGs.

2.5.8 Conclusion of NSW

The state of NSW has had a number of government changes that have had an effect on the implementation of different system approaches to the management of behaviour in schools. Schools within one smaller district were operating in a cluster model approach in 2003 that shared resources such as funding and personnel to deliver better approaches to managing student behaviour in their schools. Primary schools worked with their local high school to develop programs based on their own assessment of local needs and targeted funding and personnel to achieve established goals. Cluster model schools reported many benefits. The cluster model was replaced with another collaborative schools approach in 2005 called the Local Management Model (LMM) where Local Management Groups (LMGs) formed from groups of schools that used funding and personnel to develop local programs. These in turn preceded the *Local Schools, Local Decisions* state policy, which continues as an effective system to disseminate funding and resources allocated from the state education department (NSWDoE, 2016). Schools are expected to develop their own systems of behaviour support through regular meetings of principals. Distribution of funds and resources is an LMG decision. Many of the LMGs have committed to PBL as a framework that is supported by the region and a research-validated approach to managing problem behaviour in schools.

2.6 Conclusion

This review examined the complexity of supporting students with problem behaviour. The review explored the research on how both students and classroom staff are affected detrimentally by both low-level problem behaviour and, to a lesser extent, high-level problem behaviours. Lack of positive learning and behaviour conditions in classrooms can result in negative student outcomes and teacher stress and burnout. This review also focused on teacher perceptions of students, poor classroom management skills of some, and ongoing staff professional learning requirements to address teaching practices that can exacerbate the problem behaviour of students.

Australia and many comparable nations have implemented similar systems of support in schools that focus on local issues. These systems encourage schools, such as high schools and primary schools, to work together. Schools and policies use research to support the implementation of systems that focus on preventive and positive support for all students. Systems of support suggest that learning is the key to successful engagement in schools and that teachers are the key to providing both good learning and positive behavioural support. Further systems needed to focus on whole-school supports for all students and targeted support for some students. Importantly, schools needed to interact with the local community and be led by innovative and supportive principals.

Finally, the history and implementation of systems approaches for student problem behaviour in NSW, Australia, has been examined focusing on primary schools working together with high schools in a local area. Lastly, highlighted throughout the review, is the importance of an effective and supportive principal who can ensure school staff and the community work together in providing effective support.

This literature review reinforces that schools are a complex and busy environments. They can provide the best environment for students with problem behaviour or they can exacerbate the problem behaviour. Education departments suggest that developing policies, processes, and procedures in schools needs to be supported by research and consistent systems approaches supported by data collected about specific local needs of staff, students, and families. Finding a solution that best suits the school and its local community is a process of commitment by staff and community led by an effective principal and supported by education departments and research. Lastly, the LMM initiative implemented in 2005 and continues in a region of NSW offers further support to schools as it focuses on student behaviour management and learning needs in both primary and high schools within a local area.

The following chapter looks at the methodology of the current research study on school cooperation and support in managing student behaviour within the schools' local contexts.

Chapter 3 – Methodology

3.1 Introduction

This study examined the Local Management Group (LMG) as a model for supporting behaviour management programs within its schools from the perspective of teachers, principals and Assistant Principals Behaviour (APBs) within that LMG. In order to explore the model and address the research questions, the study used a convergent parallel design (Creswell, 2014). This chapter describes the research methodology and procedures used for this study. First, the research design is outlined, followed by the research questions and a description of the research instruments. Details of the participant schools and staff are presented, and the chapter concludes with an explanation of the methods used to analyse the data.

3.2 Research Design

This research sought to understand current views concerning behaviour management from those participants experiencing the social process under investigation (Gillis & Jackson, 2002) and within a target population (Ryan, 1999). Integrating qualitative and quantitative data (Kelle, as cited in Burke, Johnson, Onwuegbuzie, & Turner, 2007) allowed the researcher to explore different perspectives in an exploratory inquiry and helped to support findings through the combination and substantiation of results (Burke et al., 2007; Greene, Caracelli, & Graham, 1989).

The study employed a convergent parallel design (Creswell, 2014). Both qualitative and quantitative data were used to obtain a deeper understanding of the investigated phenomenon (Johnson & Onwuegbuzie, 2004); that is, the operation of the LMG approach to implementing behaviour management programs. This mixed method design was characterised by a “nested approach” that gave priority to the qualitative component (the interviews), while the quantitative component (the survey) was embedded or “nested” (Biddix, n.d.). The goal was not to search for substantiation, but rather to increase understanding.

The quantitative data were obtained from summary rating scales on a survey and the qualitative data were obtained from open-ended questions on the survey as well as interviews with principals and APBs. Utilising both qualitative (interviews) and quantitative (survey) research methods provided stronger evidence for a conclusion by merging the results from one method with results from the other method (Creswell, 2014).

Onwuengbuzie and Leech (2006) described the merger of qualitative and quantitative findings as “expansion” where the researcher seeks to “expand the breadth and range of the investigation by using different methods for different inquiry components” (p. 480). The current research employed the notion of expansion by seeking to understand the perceptions of the leaders within six LMGs (principals) and the leaders of specific behaviour management personnel (APBs) as well as surveying the views of a larger number of teachers. The participants in the study were all involved in managing or providing resources and support for students with behaviour problems in their schools. Figure 3.1 illustrates the convergent parallel mixed methods design as applied within this study.

Convergent Parallel Design

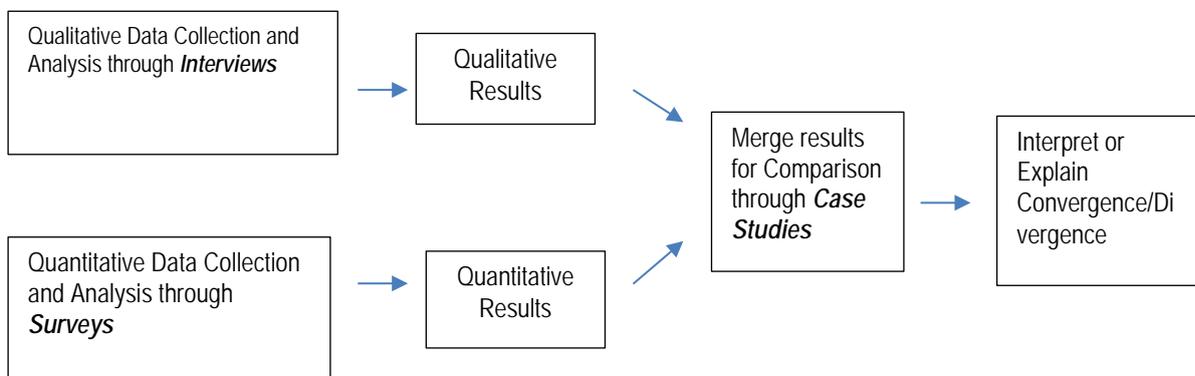


Figure 3.1 Convergent Parallel Design (Adapted from Johnson, 2014, p. 70)

As shown in Figure 3.1, the quantitative and qualitative data were collected simultaneously so that the researcher could converge the interview and survey results and make comparisons between contextualised qualitative data and normative quantitative data (Creswell & Creswell, 2009). As Wiersma (1999 p. 103) suggested, research designs are specific, and the ability to control variance means being able to explain what was causing it so that results can be interpreted with confidence.

Felicilda-Reynaldo and Utley (2014) suggested that research studies are rarely flawless. Hence, considering the methodology and careful planning of the research protocol helped reduce limitations and enhanced the validity and reliability of the results. The chosen approach provided a deep understanding of a social setting viewed from the perspectives of all participants (Bloomberg & Volpe, 2008, p. 8). Therefore, the use of both quantitative and qualitative data sources was the most appropriate for this study through both interview and survey data from principals, APBs and staff across six LMGs.

As one focus of the research was to investigate the effectiveness and weaknesses of the LMG approach, the study also involved a collective case study design (Creswell, 2014, p. 469) where the LMG was the unit of analysis. This collective case study included multiple cases that are described and compared to provide insight into a specific issue (Creswell, 2014).

The collective case study design adhered to social constructivism principles as it emphasised practices and actions as knowledge and theories being situated and located in a particular reality (Charmaz, 2000, 2006). In this case, the reality was each of the individual LMGs, its members and the processes that they believed were occurring. It also explored the strengths and the difficulties in managing behaviour programs and staff in supporting students with problem behaviour according to those that were situated within the model (Bloomberg & Volpe, 2008).

Charmaz (2006, p. 127) also suggested that rather than a participant's perceptions explaining reality, there are in fact multiple realities. Therefore we need to ask what do people assume was real and how do they construct and act upon this reality? The social constructivist approach in interviewing principals and surveying staff within the context of an LMG complemented this theory. The principals were key informants in the study as they made decisions for the management of student behaviour based on how they believed their school and the LMG should be organised. The interview findings were complemented by a staff survey that further examined the perceptions of school staff on the school's approach to managing student behaviour. Thus there were different perceptions from many voices (or realities) in a school and within an LMG. The collection of case study data from six LMGs further expanded the breadth and depth of the investigation (Onwuengbuzie & Leech, 2006).

3.3 Research Questions

Three research questions formed the basis of the study. These were:

1. *What are the effective elements of Local Management Groups as a model for behaviour management programs?*
2. *Is there alignment between the perceptions of principals and teachers for the effective implementation of behaviour systems in schools?*
3. *Does the LMG model reflect best practice in supporting student behaviour?*

3.4 Research Instruments

3.4.1 Surveys

The quantitative data were obtained from an anonymous survey distributed to all teaching staff, including executive members and classroom teachers, in the 12 participating LMG schools. The use of a survey enabled data to be collected from a larger number of participants. As the same questions were utilised for multiple participants, it allowed comparison of responses while still retaining anonymity. A critical and distinguishing characteristic of surveys (O'Leary, 2003) is that they provide a structured dataset that can be generalised to a wider population with a known degree of confidence (Vaus, 2006, p. 285).

Mertens and McLaughlin (2004) proposed that surveys have strengths and weaknesses that must be considered by the researcher in selecting an appropriate technique. The researcher used the process indicated in Table 3.1 to ensure that the development of the survey was valid and reliable and that both strengths and weaknesses were considered prior to distribution.

Bergman (2008) suggested that the mixed methods approach was methodologically acceptable if the researcher claimed that *emergent identity structures* were based on the researcher's survey selection and understanding of items in the survey. In addition, it was also important how the researcher interpreted the statistical output generated from the staff survey and the way the participants responded to questions on the survey at a current situation in their school. The quantitative data consisted of close-ended information (Creswell & Creswell, 2009) with a set amount of respondent choices and was interpreted according to a set of criteria already established for evaluating whole-school approaches for managing student behaviour.

Table 3.1 Strengths and Weaknesses of Questionnaires adapted from Mertens & McLaughlin (2004, p. 18).

	STRENGTHS	WEAKNESSES
Written Questionnaires	<p>Reduces interviewer bias by use of one instrument in collecting the data</p> <p>Easily quantified</p> <p>Convenient for respondents</p>	<p>Questions must be developed carefully and pilot tested for clarity and objectivity</p> <p>Lack of data from non-respondents may create concerns regarding biased results</p> <p>Possible low response rate if mailed out</p> <p>Potentially high costs to ensure good response rate</p>

To establish content validity, the survey was adapted from the School-wide Evaluation Tool (SET) developed in the USA to assess and evaluate the critical features of schoolwide Positive Behaviour Intervention Support (PBIS). The SET is a published, research-validated instrument (Horner, Todd, Lewis-Palmer, Sugai, & Boland, 2004; Todd et al., 2003). The survey instrument has also been used in a series of Australian studies with both primary and secondary schools (Conway et al., 2003).

The survey (see Appendix One) addressed each of the four systems in the SET relating to behaviour in schools: schoolwide systems, non-classroom systems, classroom systems, and individual systems. Questions (features) for schoolwide systems focused on whole-school behaviour rules, support, and processes for schoolwide procedures, and training and development for staff. In non-classroom systems, the features focused on procedures for areas away from classrooms and included development of active supervision skills. In classroom systems, features continue with procedures for teaching classroom rules and also focus on appropriate curriculum materials being matched with a student's ability. In individual systems the focus is on individual students with chronic behaviour problems, focusing on programs, observational materials, working with parents and teacher professional development for specific behaviours. Within each of the four systems, respondents were asked to respond to specific questions relating to those specific features of that system. Two responses were sought for each question: the current status of that feature, and the improvement priority for that feature. Current status was assessed as "in place," "partial," or "not in place." The improvement priority was assessed as "high," "medium," or "low." In each case the respondent was asked to tick the relevant box that represented their perception.

Prior to the start of data collection, a pilot study was conducted at a large high school of 75 teaching staff. The researcher spoke to school staff showing an example of the survey. Staff reviewed the content and suggested one change to the wording of the survey.

Feature Four in individual systems was originally:

4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA).

The question was edited to include an asterisk that directed participants to an explanation of functional behavioural assessment (FBA) directly below the individual system section. Below is the changed feature followed by the explanation of FBA:

*4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA) * (see below)*

** A functional behavioural assessment (FBA) is an analysis of an individual student's problem behaviours through interpretation of direct and indirect observations.*

Another person (not the teacher) observes student in class and looks at school records to determine the function of the behaviour. An FBA may diagnose the cause of challenging behaviour and identify & develop likely interventions.

The final adjustment was needed as an explanation of the FBA and meaning is not a term widely known in Australian schools. This was included on the final version of the survey.

In addition to the closed questions, a qualitative or open-ended item was added to the survey at the end of each of the four systems and at the end of the survey. The open-ended questions were designed to gather more specific information about staff concerns and perceptions in relation to each of the current behaviour systems of the school. General comment by the respondents could also be made at the end of the survey.

3.4.2 Interviews

The major form of qualitative data for this project was collected from in-depth interviews with school principals and APBs that explored the LMG approach for the management of student behaviour across a collegiate set of schools. Kincheloe (2003) described interview research as being "as naturalistic as possible, meaning that contexts must not be constructed or modified. Research must take place in the normal, everyday context of the researched" (p. 119). The voice of principals and APBs needed to be heard in their own context through open-ended questions that further supported the discovery of new information (Hoepfl, 1997). In this study this occurred within the school setting, in the principal and APB offices.

The researcher sought to uncover the principals' "realities" of operating within the LMG approach for the management of student behaviour through their perceptions. The term realities has been suggested by Marshall and Rossman (2006) to discover information from perceptions of the principals' situation within a school and an LMG from those directly involved with making decisions about support and delivery of behaviour programs and

resources in their schools. The reality from the participants also explored how the principal and APB participants used the given resources, what they thought about the LMG model, and how it assisted with the organisation of their schools.

Morse and Richards (2002) believed that the use of interviews was most appropriate if the researcher was knowledgeable about the topic of the interview. The researcher in the current study had many years of experience in the field of school education and the management of student behaviour. The researcher also had knowledge of acronyms used in the government system, knew the history of changes within the government education system and was able to discuss freely with principals and APBs in school.

Drew, Hardman, and Hosp (2008) suggested that a "... respondent must be immediately convinced that the interviewer is legitimate and the study is of sufficient value to become involved ... An extremely important factor in the success of the interview is the clear establishment of rapport" (p. 173). The relaxed atmosphere created during interviews reinforced that both the interviewer and the participant were comfortable during discussion, allowing the interview to be recorded and little or no adjustment of transcription post interview. The participant was confident in the professionalism of the researcher.

3.4.3 Data collection procedures

Ethics approval from the University of Newcastle (H-2009-0160 Appendix Two) and State Education Research Applications Process (SERAP) was obtained in 2008 and revised in 2011 (approval number 2009055 Appendix Three). A change of enrolment to Flinders University required further ethics approval for the remainder of the study. Ethics approval was received from Flinders University in June 2015 (approval number 5998).

3.4.3.1 Surveys

All teaching staff members, including executive staff members drawn from a predetermined population (Kincheloe, 2003), were asked to complete the surveys individually and on a voluntary basis. There were 12 selected schools (one primary and one high school) from six LMGs.

Prior to the study, a high school principal and staff agreed to be part of a pilot study. The staff involved in the pilot study were asked to decide how the survey would be returned to the researcher. As this was a voluntary survey, 65% of the pilot study participants believed that distribution should be via their personal mailboxes and a self-addressed stamped envelope for return would ensure anonymity.

Based on the pilot study feedback, surveys were distributed to 12 schools via personal mailboxes with instructions, information cover letters and envelopes. The nature and tone of the cover letter was one that requested voluntary inclusion and that the opinions of

respondents were important in understanding the management of student problem behaviour in schools (Price, Yingling, Walsh, Murnan, & Dake, 2004, as cited in Drew et al., 2008, p. 171; Appendix One).

3.4.3.2 Interviews

Marshall and Rossman (2006, p. 102) suggested that the perspective of the participant should unfold through an interview and be able to uncover and describe events and views of the area of interest. This was achieved by the researcher utilising a list of semi-structured questions and themes that were emailed to the participant prior to the interview, which enabled a framework for discussion (Appendix Four).

A list of the themes to be used in the interviews were first given to the pilot study principal for feedback on the interview material and processes. The principal reported that this was an acceptable approach, as it prepared principals for the content of the interview and information about the research was clearly defined.

The questions were provided as a framework for a conversation about the principals and APBs experience, views and perceptions of effectiveness and the challenging aspects of their own LMG. To ensure that full attention to the participant was maintained, the interview was recorded on a digital device and fully transcribed verbatim by the researcher. The pilot study principal had suggested that the researcher should not take notes while interviewing and have a conversation rather than an interview. The conversation approach was used to ensure the interviews with participants were not seen as responding to a predetermined set of researcher questions. The pilot principal also agreed that being sent a transcribed (verbatim) copy post interview allowed for the principal to omit or add information if required. The pilot principal remarked that this was reassuring, as conversations could have the risk of reporting on some confidential matters that needed to be checked prior to being used for research publications.

There were many initial points of contact with the principal and APB participants prior to interview through email and phone exchanges, including discussions about the purpose of the research, ethics approval, and participation information. As the interviews were digitally recorded, the researcher engaged principals and APBs using a high level of interpersonal skills with focus on the project's purpose. Therefore, full attention to the interview and the participant without copious note-taking were employed.

3.4.3.3 Sample

A purposive sampling technique was employed, as the LMG approach was considered a "special" or "unique" case as a major focus of the investigation (Teddlie & Yu, 2007). This involved the conducting of recorded semi-structured interviews of 12 Principals and six APBs

and the application of a survey instrument to staff within the 12 schools under examination.

3.4.3.4 Selection of LMGs

A list of all LMGs was obtained from the regional office online site in 2010. Each LMG was categorised into their four respective administrative education areas. Each LMG had a high school and a number of primary schools. Two high schools from each education area were initially drawn randomly from a hat overseen by the researcher's university supervisor. Primary schools that were members of the selected high school's LMG were placed in a different hat and were also drawn randomly, which resulted in two high schools and two primary schools from each education area. In addition to the two schools per LMG, an APB (member of the LMG) was also included. This was obtained from a current list of APBs from the educational regional website.

A further procedure followed for the remaining LMGs through a second round selection process and followed the same selection process as above. This provided a further second list of LMGs. The list was only to be utilised if first-round selected participants declined to take part in the research. Another eight LMGs and APBs were listed as standby.

There were some initial difficulties in obtaining more than three LMGs to participate in the research in 2010 and 2011. The researcher was associated with a regional committee within the educational region. It was suggested by some of the committee members that they (on the researcher's behalf) recommend the research to LMG principals. A variation to the ethics proposal at the University of Newcastle and to SERAP for the NSWDEC resulted in approval to allow an approach by the regional committee executive to make mention of the research via communication emails to LMGs in the region. Committee members did not recommend the research but rather that the researcher was bona fide. After the email from the committee was sent out three LMGs agreed to participate.

3.4.4 Participants

3.4.4.1 Survey respondents

Staff surveys were given to the principal after each interview. Numbers of staff and executive were obtained from the internet school site. Each survey had a code, an instruction letter and a brief overview of the research, return date and stamped envelope with a return address. The front page of the survey (Appendix One) collected general data of school role (executive or classroom teacher), how many years the participant had taught in their career, and how many years teaching in the current school. Each returned survey was coded

according to the participant's LMG and order of return to researcher. Data were gathered on an Excel data sheet

and used for analysis. There was a total of 150 surveys returned, with 121 of those by classroom teachers and 29 by executive staff.

3.4.4.2 Principals

Each principal selected for interview was approached via email and personal phone call beginning in 2010 and completed in 2013. Each email (see Appendix Five) was accompanied with an ethics approved information letter (see Appendix Six) outlining the research focus and a list of the themes to be covered by interview (see Appendix Four) and a principal consent form (see Appendix Seven). In addition, a copy of the survey (Appendix One) and an information sheet (Appendix Eight) to be distributed to school staff was also attached.

For the interview and survey to take place within an LMG, it needed both a primary and high school principal within the one LMG to agree to interview and survey distribution. Six LMGs agreed to participate, which included six primary schools and six high schools. Therefore 12 principals from six LMGs were interviewed.

Each principal requested that the interview be conducted in their office on school grounds. All interviews were during school hours. All principals requested of their school administrative staff to "not be disturbed" during the interview time. There were five interviews that were uninterrupted, and the remaining seven interviews were halted mid interview due to school staff, community members or students requesting principal assistance in a task outside of the office.

The length of times of interviews with principals was varied. The shortest interview went for 45 minutes and the longest went for 1 hour and 45 minutes. All of the interviews were conducted in a small, relaxed area on lounge chairs with the digital recording device on a small table between the principal and researcher. Principals all seemed relaxed and willing to discuss information freely.

The interviews were based upon qualitative research (Strauss & Corbin, 1998, p. 12), and were intended to gain insight, enhance understanding of the procedures and perceptions of what principals believed were effective elements in their LMG.

Prior to the interview, themes (see Appendix Four) were included in an email outlining the discussion points that may occur. Each interview began with the similar question, "Tell me about your LMG?" This would be further prompted if needed by "where do the LMG executive meet?" or "when does your LMG meet?" or "what do you discuss in your LMG?" Once the initial question(s) were asked, principals did not have any difficulty in maintaining a

conversation. All themes were covered in no specific order. Conversations were free flowing and themes deeply explored through clarifying questions by the researcher. Occasionally the interviewer would guide the principal back to the topic/theme. As the atmosphere of the interviews was relaxed, principals were forthcoming with information and gave freely of their opinions.

Each interview was recorded on a digital recorder. The digital recorder continued to record when interruptions occurred but only the interview content with the principal was transcribed post-interview.

Eight of the recordings were transcribed verbatim by a paid transcriber and four by the researcher. The researcher first edited the completed transcript ensuring that the transcription was verbatim, and identifying material (such as school names or staff names) was replaced with a **. Following that process, the transcription was emailed to each principal who edited, deleted or added to the content and returned to the researcher. Only one principal made a minor change to the transcript and deleted an overlooked identifying name. Once the transcription was received by the researcher the digital recording was deleted. The transcriptions were stored on the researcher's computer within a locked room for analysis.

Of 32 school principals approached for interview via email and personal phone calls, four declined and 12 agreed to interviews; the remainder did not reply. All education areas had at least two LMGs represented. The process of engaging principals to allow their school to be involved in the interview and survey data collection took over two and a half years to complete. Interviews began in 2010 and were completed in December 2013.

[3.4.4.3 Assistant Principal Behaviour \(APB\)](#)

Once the agreement for principal interviews for each LMG had occurred, the researcher contacted the APB who was attached to that particular LMG. An email was sent and a personal phone call was made. The email to APBs had an attached information letter (see Appendix Nine) with ethics approval details plus permission to interview form (see Appendix Ten). All APBs who were initially approached agreed to an interview. Six APBs were interviewed after confirmation from the principals within the six LMGs.

Five of the APBs requested that they be interviewed in their office at their respective base school. One APB requested that they not be recorded and to meet in a café. Three APBs were based at a high school and three at primary schools. Two of the APBs were based within the selected LMGs with four APBs located at a different LMG school.

Five of the APBs were recorded on a digital recorder and transcribed verbatim by a paid

transcriber. The transcript was initially checked by the researcher and then sent to APBs for editing or changes. No changes were made by five of the APBs. One APB was interviewed in a café and the researcher took copious notes in point form with some statements written verbatim. The researcher typed up a transcript and sent it to that APB for editing, changes and deletions, but no changes were made to the transcript and it was returned by email.

3.4.5 Analysis

Data were analysed initially through the surveys, principal interviews and APB interviews. The data were then examined through the use of six case studies based on the two schools (primary and secondary) within each of the six LMGs. The case studies allowed the comparison of data within and across the LMGs. Each of the data analysis methods is discussed below.

3.4.5.1 Surveys

Results were analysed for each school and compared between the high school and the primary school within their LMG for each individual feature (see survey Appendix One by feature).

Data gathered from the surveys were used to determine the perceived current level of implementation (“in place”) of each feature and the level of “priority for improvement” for that feature in the school’s behaviour planning. This enabled the researcher to ascertain commonalities and/or differences among schools within an LMG. The results tables were divided into separate systems of data for analysis for each school. For example, SW1 = schoolwide system question (feature) one, NC2 = non-classroom system question (feature) two, C5 = classroom system question (feature) five, I3 = individual system question (feature) three. The collective case study results assisted in understanding common features regarding program implementation and how resources were used to manage behaviour problems across LMGs. Results from the surveys provided data on:

- (a) The current status and effectiveness of behaviour management in whole-school systems, non-classroom systems, classroom systems, and individual systems in individual schools
- (b) What systems and specific features staff considered a priority for improvement in their schools
- (c) Comments by school staff on the four school systems in their school
- (d) Comparison of status and priorities in the four systems within schools and across different LMGs (see Table 3.2 Example Comparison of Data between Schools).

Table 3.2 Example Comparison of Data between Schools

	High School (HS3)						Primary School (PS3)					
	Current Status %			Improvement Priority %			Current Status %			Improvement Priority %		
Systems	In place	Partial	Not in place	High	Med	Low	In place	Partial	Not in place	High	Med	Low
Schoolwide (SW)	35	43	22	48	35	17	47	37	16	30	26	44
Non-classroom (NC)	34	36	30	46	38	16	45	13	42	38	29	33

In Appendix Eleven, data from the survey are presented in tables outlining the percentage of staff agreement for each feature (see Table 3.3 Example of LMG Data for Each Feature as an example of how data is presented). First, the primary school results are presented, followed by the high school for each LMG. Case study survey results were concluded with a combined overall result that compared the status and priority for improvement between the primary school and the high school participants within one LMG. Percentages were rounded up or down to whole numbers.

Table 3.3 Example of LMG Data for Each Feature

<i>Feature</i>	Current Status %			Improvement Priority %		
	<i>In place</i>	<i>Partial</i>	<i>Not in place</i>	<i>High</i>	<i>Med</i>	<i>Low</i>
IS1. Assessments are conducted regularly to identify students with chronic problem behaviours	33	30	37	66	22	11

On the survey, at the end of each set of features for each system, there was space to write comments. These comments were used to illustrate or highlight selections made by individuals during analysis for each of the systems. Comments were added to the Excel sheet aligned with responses by that individual. At the end of the completed survey was a general comments section that allowed participants to add any other comment. Overall, out of 150 survey participants, there were 180 comments recorded.

3.4.5.2 Interview data analysis

QRSNVivo10 was selected to facilitate organisation through consistency checks of text within the definition of the categories chosen, record keeping, comparison of categories, examination of relationships, and the ability to organise interview transcripts data and its analysis efficiently (Weitzman, 2000, as cited in Bringer, Johnston, & Brackenridge, 2004, p. 250). QRSNVivo10 was utilised as a tool in searching for patterns of coding and patterns of

text (Richards, 1999), and because it was a useful tool in the detailed analysis of large data extracts. Maybut and Morehouse (1994) believed that in-depth interviews allowed researchers to capture language and behaviour. As a transcript may not translate many other factors, a detailed journal of the interviews was kept. These were further utilised in the analysis so that the intention of the participant was fully recorded.

Initially, basic content analysis was used to deduce verbatim transcripts of each principal and APB interview. Words and sentences were first analysed for specific content to determine the number of nodes (themes), followed by categorising further concepts into tree nodes. QRSNVivo10 was utilised to assist in creating categories in general areas of effectiveness, challenges, personnel, programs and resources of the LMG, the importance of leadership and management practices and previous experiences, plus discussion of an ideal model in behaviour management across clusters. These were further refined within the QRSNVivo10 program. Further categories were created from interpretations of the data (Charmaz, 1983, as cited in Ezzy, 2013, p. 123), as content analysis rarely focuses solely on the use of specific words but on ideas and meanings (Ezzy, 2013, p. 113).

Content analysis defined the units of analysis and the categories into which those were placed. Initially, the researcher identified seven categories (see Table 3.4 Stage One), followed by further expansion into 17 categories (see Table 3.4 Stage Two). The statements that were placed into the Stage Two categories were placed into a word document and distributed amongst the researcher and two supervisors for further categorising by each individual. Table 3.4 Stage Three shows the new defined categories by the researcher. In the final stage of the interpretation of results, thematic analysis was employed because each person identified further themes in the data that had not been specified prior to conducting the research (Ezzy, 2013). Therefore, thematic analysis was utilised as new interpretations were required that were more inductive and sensitive to the emergent categories and the interpretations from the researcher and two supervisors.

Table 3.4 Stages of Analysis Categories

Stage One	Stage Two	Stage Three	Stage Four
Effective components of the LMG	Effective implementation of LMG as behaviour management program (BMP)	Communication and collaboration	Communication
Challenges of the LMG	Ineffective implementation of LMM as BMP	Sense of community	Sense of community
How were funds and personnel utilised?	Effective implementation of LMM as Resource Allocation (RAS)	Planning and documentation	Collaboration/collegiality
What were the roles of high schools/primary schools?	Ineffective implementation of LMM as RAS	Funding	Transition
The role of district/regional personnel/funds	Effective structural features of LMM as BMP	Transition	Funding/finance
How was student behaviour addressed?	Ineffective structural features of LMM as BMP	Role of STB/APB	Learning and Teaching/academic engagement
	LMM as RAS	Curriculum	Planning and documentation
	Utilisation of funds	PBL	Role of behaviour supports/services/personnel
	Utilisation of personnel	Professional development	Future
	Roles of schools on the LMG	Future improvements	
	Effective structural features		
	Ineffective structural features of LMG		
	Future directions of LMG		
	How student behaviour is addressed in LMG		
	Whole-school systems (survey comments)		
	Non-classroom systems (survey)		
	Classroom systems (survey comments)		
	Individual systems (survey comments)		

The survey given to participants presented with a series of question called features. The statements were able to deduce matters of fact, attitude and opinions about behaviour in a school (Sullivan, 2010, p. 255). Participants were able to express their opinion via the comment section in the survey, which reduced the interviewer bias and influence on answers.

The categories that were chosen were again discussed by the researcher and two supervisors, and a final nine (see Table 3.4 Stage Four) set of themes emerged, thus representing the necessary dialogue between data and researcher and provided a structure for analysing the data (Holliday, 2007, p. 104). As Garson (2002, p. 132) reasons, because of the subjective nature of research, a greater burden is placed on the researcher to demonstrate that coding methodology is replicable (that similar phenomena generate similar codes) and that there is high inter-coder reliability.

The comments and results by survey participants were also compared to the transcript

generated by the principal and APB interviews. For example, in the interview the principal may have reported that nearly all teachers in their school were satisfied with whole-school processes, but survey results suggested that 80% of teachers wanted further improvement in whole-school processes. Therefore, this could present as a difference or reinforcement between the views of teachers versus the principal. Points of view and attention to individual questions within the whole-school system were explored; comments by survey participants and the principal's opinions were compared to establish a concluding statement. Examples were classified and compared into the Table 3.4 Stage Four categories.

3.4.5.3 Case study analysis

Each LMG was labelled a case study. Each case study was given a code to ensure anonymity. There were six case studies: LMG1, LMG2, LMG3, LMG4, LMG5, and LMG6. Each case study contained an overview of the area the primary school and the high school were situated, an overview of school population and teacher population, number of surveys returned, years participants worked in their current school, and years teaching. A percentage of selections were made by survey participants for each feature (a question) about whole-school systems, non-classroom systems, classroom systems, and individual systems, and were gathered in a table and discussed in each case study. In addition, the interview from principals within each case study was also analysed and presented if there was mention of any of the four systems of the survey, as previously outlined above. The concluding statement for each case study merged both the survey results plus the principal interview data that involved the four above systems within a school.

The case studies explored the details and meanings for those participants who completed the survey. No prior hypothesis was suggested. Patterns and themes were explored as a small number of case studies, which enabled the researcher to link managing problem behaviour in a school to the broader issues of the most effective approaches for the LMG as perceived by principals. The case studies provided a connection to the larger picture nationally and internationally of approaches to student behaviour that reflected the literature (Tesol International Association, n.d.).

The use of case studies for this study attempted to provide a way of engaging with the data gathered and reporting the research that supported the methodology of this study (Wiersma, 1999, p. 17). The analysis of six case studies further increased the "generalisability" of the findings (Silverman, 2013) and utilised both qualitative and quantitative measures to understand the "social world" through the perspective of the participants involved in the process (Sullivan, 2010).

3.5 Conclusion

This chapter has outlined the convergent parallel design utilising both qualitative and quantitative data to explore the research questions. This mixed method design was characterised by a “nested approach” that gave priority to the qualitative component (the interviews), while the quantitative component (the survey) was embedded or “nested” (Biddix, n.d.). The purpose of the choice of mixed methods has been outlined in this chapter, and a description of the instruments used, participants and process of the research analysis defined for both the interview component and the survey component. The following chapter presents the summary of results of the six LMG case studies.

Chapter 4 – Results of Case Studies

This chapter reports the analysis of the survey and interview data and presents a summary of the case-study findings for each of the six Local Management Groups (LMGs) participating in this study. The detailed analysis of the survey data relating to the four behaviour management systems are included in Appendix Eleven as separate case studies for each LMG. Surveys were distributed to all staff in the 12 schools and returned on a voluntary basis. Survey return was at 150 with approximately a 25% return rate. Staff numbers for each school were gathered from school webpages.

Introduction

An LMG consists of a minimum of one high school and its local feeder primary schools. However, some LMGs have more than one high school. The composition and number of schools in each LMG was determined by the cooperating LMG principals. In this study, one high school and one primary school were invited to participate from each of the six LMGs. One recorded semi-structured interview about the management of student behaviour and the role of the LMG was conducted with the principal from each of the selected schools. The Assistant Principal Behaviour allocated to the LMG was also interviewed and recorded. In addition to the principal interview, all teachers were given a survey about their perception of how student behaviour was managed in the school based on the School-wide Evaluation Tool (SET; see Appendix One).

Format of Case Study Summaries

The case study summaries reported in this chapter commence with a description of the context of the schools, followed by the summary high school and primary school results from the survey with regard to the four behaviour management systems; that is, schoolwide, non-classroom, classroom, and individual systems. Related comments about the four systems from the primary and high school principal interviews are also interpreted in light of the quantitative findings.

4.1 Summary Case Study – LMG1

4.1.1 Context of LMG1

LMG1 comprised two high schools with 14 partner primary schools. The schools were located in a rural community west of a large regional city. At the centre of the rural community was a large town of approximately 14,000 people (local council website, 2013).

The student population ranged from over 1,000 students at one of the high schools to a small primary school of 10 students (school websites, 2012). Within LMG1 one high school and one primary school participated in the study. All teachers in those schools were invited to complete the survey and the principal of each school was interviewed. The Assistant Principal Behaviour who supported those schools within the LMG was also interviewed.

The selected high school (HS1) was within an urban area (population approximately 14,000) and partnered with five primary schools. The student population of HS1 was around 600 and the school catered for students from Year 7 through to Year 12. Students who attended this school lived within the local area. There were 52.2 full-time teachers, which included 11 head teachers, two deputy principals and a non-teaching principal. There was one Support Teacher Behaviour (STB) allocated to work with the high school and its feeder primary schools at time of interview and survey collection. According to the annual report, the school strived to provide the best possible opportunities in education, working collaboratively from preschool through to Year 12 with the partner primary schools and another high school within the LMG (HS1 annual report, 2012).

The selected primary school (PS1) was within the same urban area as the high school. The student population was 318 and the school catered for students from Kindergarten through to Year 6. There were 15 classes including three special education classes. To be eligible for enrolment in the school, students had to be from the immediate local area. However, the students in the three special classes could be enrolled from other schools within the region. There were 24.9 teachers, which included four assistant principals, one deputy principal and a non-teaching principal (PS1 annual report, 2012). Table LMG1-1 indicates the student population, number of teaching staff and their status for both schools selected within LMG 1.

Table LMG1-1 Student Population and Teaching Staff

	High school – HS1	Primary school – PS1
Student numbers	598	318
Full-time classroom teachers	38.2	18.9
Executive staff	14	6

The survey was distributed to all teachers and executive staff, and a total of 39 teachers from 57 full-time teaching staff from the two schools responded, as indicated in Table LMG1-2. Table LMG1-2 outlines the number of surveys collected from each school, as well as teachers' gender, the range and mean years teaching at the school and range and mean years of total teaching experience. Also indicated are executive or classroom teacher status.

Table LMG1-2 Survey Participants' General Information

	High school – HS1	Primary school – PS1
Number of surveys returned	27 (52%)	12 (48%)
Gender	F = 17, M = 10	F = 11, M = 1
Classroom teachers	25	10
Executive	2	2
Mean years teaching at this school	8.6	6.58
Range years teaching at this school	2.5–31	1–19
Mean years teaching experience	15.2	15.75
Range years teaching experience	2.5–32	1–37

Both the high school and the primary school had implemented the Positive Behaviour for Learning (PBL) framework (see Chapter Three – Literature Review) in their schools 1 year prior to the staff surveys and interviews with the school executive. Although implemented separately in both schools, the primary and high school worked together on many aspects, such as professional learning for staff on behaviour approaches, and they shared the PBL coaches. A coach was a lead teacher from a school who had been trained in PBL to assist schools in collecting data and providing professional development to assist school staff in implementing the framework. PBL coaches were trained by regional PBL staff. The PBL coach for the primary school was a high school staff member and the coach for the high school, a primary staff member.

4.1.2 Summary of LMG1 survey data

Table LMG1-3 provides the overall average for each system, schoolwide (SW), non-classroom (NC), classroom (C) and individual (IS) for managing student problem behaviour in both the high school and primary school. A summary of the survey data and interviews for LMG1 indicated a general satisfaction for schoolwide systems. The overall satisfaction can be seen in Table LMG1-3, with 79% of the high school staff and 97% of the primary school staff indicating that schoolwide systems were in place or partially in place.

Table LMG1-3 Summary of Four Systems for HS1 and PS1

	HS1						PS1					
	Current Status %			Improvement Priority %			Current Status %			Improvement Priority %		
Systems	In place	Partial	Not in place	High	Med	Low	In place	Partial	Not in place	High	Med	Low
SW	37	42	21	47	35	18	73	24	3	17	39	44
NC	34	43	23	44	40	16	59	35	6	13	48	39
C	29	50	16	52	32	16	65	34	1	28	28	44
IS	25	39	36	62	24	14	57	37	6	32	34	34

However, only 37% of high school participants felt the schoolwide system was “in place” compared with 73% of the primary school participants. Consequently, the high school staff were also more concerned about improving this system than the primary school, with 47% of the high school giving a high priority rating for this system compared to 17% of the primary school participants. There were more comments written by high school staff and these were largely negative. This is in contrast to only a few comments by primary staff that were largely positive.

Comments from high school staff about the schoolwide system focused on the lack of communication and consistency with school rules and consequences of problem behaviour between executive and classroom teachers. Similarly, primary staff had some concern about improving the communication between executive and staff about schoolwide behaviour practices, although it was less of a priority. Both primary and high school principals believed that PBL was beneficial in providing a framework for teachers in managing student behaviour, and had improved consistency across the schools and teacher responses to problem behaviour. Both principals acknowledged that the school community was a difficult one, but the school was embracing the challenges with improved communication between staff, executive and families.

The non-classroom (NC) system was largely in place for both the high school and the primary school. The primary school was more satisfied with their progress in this system at 94% in comparison to 77% in the high school. Interestingly, the high to medium priority rating for further improvement within the NC system was at 61% for the primary school and 84% for the high school. Comments from some classroom teachers in the high school pointed towards the lack of consequences administered by executive staff, whereas in the primary school the comments were supportive of processes and communication between executive and classroom teachers. Both principals were positive about the processes in place and commended the progress teachers had made in changing some of their practices. Both principals were enthusiastic about the PBL framework and the influence it had on changing

the climate of the schools.

The classroom system (C) also attracted positive results for in-place and partially in-place current status at 79% for the high school and 99% for the primary school. It is surprising to see that over half of the survey respondents selected a high or medium improvement priority even though they believed the classroom system was largely in place. However, high school respondents did not necessarily reflect the “in-place” status in comments that highlighted difficulties with teaching challenging students who also had learning difficulties. Despite classroom teachers believing they were providing appropriate learning and curriculum opportunities, their comments focused on external supports that were necessary, such as more school learning support officers and executive intervention to ameliorate classroom difficulties. The primary school comments indicated improvement in transition times but had similar high to medium improvement priorities as the high school participants.

The LMG1 high school principal commented that the classroom system was next on the PBL list for implementation to staff. He had concerns for this area but had begun the PBL classroom systems process through providing professional learning on better strategies to use in classrooms. The primary principal acknowledged the difficulties with some students and some staff, and was providing change through a slow process of consultation and systems change. Both principals mentioned some difficult teachers who did not seem to embrace change as well as others and the need to continue to provide extra support for them.

The individual system (IS), which was concerned with supporting students with chronic behaviours, proved to be the most challenging for high school survey respondents. Three quarters (75%) of teachers from the high school believed that the individual system features were either partially, or not, in place, with a similar proportion (86%) selecting a high or medium improvement priority for this system. Teacher concerns could be due to the fact that a system for providing support for individual students had not yet been implemented in the high school.

Concerns about the individual system were also reflected in high school teacher comments that indicated high levels of anxiety or stress associated with providing suitable in-class support for individual students at a regular high school. Again, as in the other behaviour systems, the high school teachers believed that the executive did not provide the appropriate consequences or communicate to staff suitable procedures for maintaining students with chronic behaviour in classrooms. The high school principal acknowledged that the community was a difficult one and the process of supporting students with chronic behaviour would be a long journey. He reinforced that teachers needed to “hold faith with the PBL framework” and that it would improve.

The process of staggering the introduction of each system meant that over 18 months only

two systems were in place in the high school versus the primary school where all four systems were implemented simultaneously. Teacher frustration with the lack of support for individual students was reflected in the highly emotive comments directed by the high school teachers at both the executive and the students with chronic behaviours. Some high school teachers made comments saying they wanted “challenging” students removed from their classrooms.

There was a point of difference between responses from executive and classroom teachers in the high school survey. The classroom teachers tended to have negative comments and the executive positive comments. Executive and principal comments suggested that there was more available information about the PBL vision or the timetable and a deeper understanding of the processes of all the behaviour systems in the school by the executive than the classroom teachers.

While the individual system had yet to be introduced in the high school, it had been implemented in the primary school, and the primary teachers appeared satisfied largely with the features in this system. Nearly all primary school participants (94%) believed that the individual system features were in place or partially in place. However, there was still 66% of primary staff who selected either a high or medium improvement priority. This suggested that the support of students with chronic behaviour was an ongoing process of seeking solutions for individual problem behaviour in classrooms. Teachers in the primary school seemed to be more aware of the need to improve their own skills for working with these children. The primary principal further acknowledged the difficulties in the community but commended staff for being willing to try the PBL framework as a support for all students.

The PBL framework was the basis for supporting all behaviour systems within LMG1. Having all four systems introduced at the same time in the primary school seemed to yield a higher level of staff satisfaction in comparison to the high school. Both principals were enthusiastic about the PBL process and believed that it was a better way for working within a difficult community. The high school had only fully addressed two systems but expected further improvements as the next two were implemented. The high school could have been vulnerable to losing momentum or enthusiasm through the slow implementation of PBL. The following comment indicates that some high school staff felt unsupported by the school executive in addressing the needs of individual students:

Unless the fundamentals in the school are set and staff are confident that they will be supported they are unlikely to adopt a whole school initiative with enthusiasm. PBL has potential but will not be successful. (59C)

The overall average of 53% for an in-place current status of all four systems in the high school fell short of the 80% required for overall satisfaction of the PBL framework. This is not surprising given that only the schoolwide and non-classroom systems had been introduced when the survey was conducted. Similarly, over half of the high school teachers gave a high

improvement priority to the two systems that had not yet been implemented.

The average overall in the primary school for an in-place current status of all four systems was at 63%, which also fell short of the 80% but indicated a higher satisfaction with the four systems than the high school. The high priority rating for improvement across all four systems at 23% suggested less concern for improving processes for managing student behaviour than was evident in the high school. The smaller cohort of teachers in the primary school, communication at smaller staff meetings, and the simultaneous introduction of the four systems may have had a greater impact on primary staff satisfaction and the success of PBL implementation there.

4.1.3 LMG1 High school principal – systems related interview data

This section will report some of the comments made by the high school principal that relate to the four systems of behaviour support and the opinions of survey respondents.

At the time of the interview, the principal had been leading the implementation of PBL in the school for the previous 12 months. Two of the four systems (schoolwide and non-classroom) had been implemented at the high school. As described in the Literature Review 2.5.1, the timeframe for introducing each system was determined by teacher feedback obtained through interview, SET surveys (see Appendix One) and staff development activities, such as learning about behaviour research and good teaching strategies.

The principal stated that there were previous problems in the school associated with the schoolwide strategies. The principal believed this was largely due to teachers assuming the executive were wholly responsible for the management of students' problem behaviour. The principal was satisfied with the implementation of the schoolwide system within the PBL framework and that the issues associated with that teacher belief had reduced. The principal explained that teachers were more likely to deal with behavioural issues rather than rely on school executive. The principal discussed this in the interview and indicated that there was *"... a significant reduction of intervention (by executive) ... since the implementation of PBL in the school."*

The high school principal acknowledged that *"... high schools are complicated"* and it is *"... hard to keep all [staff] on track and not everyone [is] on board, but I think we have our 80%"* (meaning 80% of staff had agreed in response to the SET survey that the features of the schoolwide and non-classroom systems were in place in the school). *"The SET was well over 80% last time we did it. So ready to move on ..."*. The high school principal further commented that the executive had *"... spent a lot of time getting the team right, it is very representative from all political groups in the school. We meet every week ... We have spent a lot of time on our universal [schoolwide system] approach ..."*.

The principal acknowledged that the school still had a long journey before more satisfactory

outcomes would be observable within the classroom system, as the current professional development had focused on:

... our universal approach, and a lot of time on non-classroom settings. We are basically through eight non-classroom priority areas, so ready to nail the classroom next. At the beginning of term, we did training over two days ... basically the key issue is talking to kids and de-escalating situations with the kids, it [the professional learning for teachers on working with students with problem behaviour] dovetails nicely into our Positive Behaviour for Learning.

The principal highlighted some of the comments made by survey respondents and agreed that change in the way the new systems operate within the school would take time. He reiterated that some school staff had difficulty accepting that the effects of the PBL framework were slow to materialise and were becoming impatient with the process of establishing each system one at a time beginning with schoolwide. The principal remarked that "... some staff may never commit to implementing; it's too slow for them." The principal commented that despite the professional development in de-escalating conflict situations and improving communication with students with behaviour difficulties, some teachers "... bite like a snake ..." at students who did not follow school rules. The principal largely was positive about the role the executive played in the management of student behaviour across the school and felt that they were consistent and persistent within the new systems of management.

The interview with the principal was suspended four times due to issues arising with parent concerns about individual students with chronic behaviour problems. The principal reported that he had an "open-door" policy in regard to families seeing him and was amenable to working closely with parents. This was in contrast to the survey findings where the majority of staff (85%) believed that working with families of students with chronic behaviour had a high or medium improvement priority. Staff indicated that the school executive were doing little to involve parents and the community with classroom teachers, but there was no mention by the principal if training occurred for staff. The principal did comment on the community, acknowledging that "... this school is in a disadvantaged community and must be treated positively and with support for a long journey."

The role of the Support Teacher Behaviour (STB) who usually conducted a functional behavioural assessment was discussed by the principal. The principal believed that there were only a few students in the school with chronic behaviour problems and that these students were being effectively supported by an STB and the executive staff:

The STB does not have a large role, working on more targeted stuff with deputy principals, work more exclusively with one or two or three students. We then have a discussion about progress in executive meetings so they [Deputy Principals] keep me

in the loop.

This view was in contrast to the staff surveys where the majority of survey respondents gave the feature concerned with functional behavioural assessments (IS4) a high improvement priority (see Appendix LMG1HS-4). In addition, the survey comments suggested that there were significantly high numbers of students with entrenched and difficult-to-manage behaviours.

The principal generally perceived that the current status of the school in behaviour management was on track, although he acknowledged that there were some individual teachers who still found it difficult to change reactive behaviour management strategies. The principal was concerned about individual students but noted that the STB mainly worked with the deputy principals. This perhaps indicates that the principal did not review or track the progress of the individual behaviour plans or believed that executive staff were capable of administering the support.

In conclusion, from HS1 surveys and the principal interview the main level of concern lay with the individual system. It was noted that the high school had not started on changing the current individual system within the new PBL implementation timetable. Students with chronic behaviour seemed to cause the highest priorities for change, engender the most responses on surveys and similar comments of frustration and stress that pointed towards the difficulties of providing adequate support to students and school staff. The reasons for inadequate support suggested that it is an executive responsibility to ensure the communication between those involved about an individual student. Further, the support by outside professionals, such as the STB, was important to the staff but did not necessarily offer the solution to managing chronic behaviour. Addressing the differences between executive and staff knowledge of the STB's role (such as performing an FBA) in providing individual behaviour intervention programs and processes was a high priority for classroom teachers.

The greatest challenge for HS1 seemed to be maintaining the current systems while introducing the last two systems in the PBL framework. Classroom teachers were less concerned about the schoolwide and non-classroom system that had been implemented than the classroom and individual systems that had yet to be introduced in the context of the PBL framework. To move on from one system to the next required 80% of agreement by staff that the particular system was in place.

Results from HS1's own data suggested that 80% of school staff believed that the new classroom system was ready to be introduced; however, there were indications that the frustration by a number of teachers with slow implementation of PBL remained.

4.1.4. LMG 1 Primary principal – systems-related interview data

The primary principal expressed a commitment to the implementation of PBL and the involvement of everyone within the school to advance all four systems within the school. It was indicated within the interview that although the primary had begun the PBL process at the same time as the high school, the primary school had implemented all four systems. The involvement of staff in the systems was reflected in the overall positive rating primary staff gave all four systems, with an average of 75% given to the in-place status. The following statement by the primary principal encompassed the attempt to involve all staff in decision-making in all aspects of the four systems:

I don't ever ask the staff to do anything without speaking to them or explicitly showing them. We [meaning the PBL team] design the lessons together as a team. We demonstrate how to do that! For example – the picture targets [on the urinals] were bought and someone will have to demonstrate how to do that! SO we get right down to the basics – and that is empowering for teachers.

For me [as principal] it is about refresher courses in PBL, good wide representative people on the PBL committee, having a lot of energy and keeping the energy going on the PBL committee, tying it into the best of what we do already.

The principal acknowledged that change comes slowly and each step of the way through implementing PBL needs to be considered and measured:

The discipline flow chart gives the teachers forms of security [old systems] as you ... don't throw the baby out with the bath water ... and keep some systems that are familiar and work with PBL. The behaviour level system looked the same [as the old one] but we use the different language of PBL. Rather than throw all old stuff out we use it and change comes in slowly.

During the interview the principal acknowledged the difficulty with the community and that there were many students with chronic behaviours. The primary school had introduced the PBL framework and referred to the tertiary level of the EBS triangle (see Figure 2.1). The tertiary or top of the triangle indicated that 5–8% of students in the primary school had chronic behaviour and required more targeted support through individual education programs and individual behaviour intervention programs. Programs included functional behavioural assessments and support from STBs:

Our triangle looks more triangulated – that means having a larger percentage in the chronic behaviours – pointy end. We have a big pointy end even though I try to avoid saying that.

The principal believed there had been many improvements in evaluation and responses by

staff concerning individual systems within the school and specifically working with students with chronic behaviours. The following quote highlights the positive attitude that staff had when working with individual students:

We have this kid who thinks he's Michael Jackson ... he can be really crude in the playground when he's impersonating MJ ... A couple of years ago X [referring to an individual teacher] was talking about him, and it would have been "Oh why do we have to have him?" but it's totally different now. It's more positive talk by everyone and the conversation in the staff room isn't "Oh my God."

The above comment also reflected that 57% of participants in the primary survey believed that the features of the individual system were in place. However, overall a third of the survey respondents continued to be concerned with improving systems, such as providing support to staff and families for increasing professional capabilities in managing individual student behaviour. The principal acknowledged that there were areas of difficulty but commended the school staff for continuing to be willing to further develop their skills with those students who had chronic behaviour within the PBL framework:

I'm not saying that it's all around PBL but it's more around really good professional dialogue about managing these ... all kids and it's filtering through faster to the top of the triangle than I thought because people approach the kids, approach behaviour management in a different way. The staff are so much better about avoiding those power plays with those kids, the ones that the staff were always going to lose.

The principal also commented on continuing to attempt to connect with the community through exploring partnerships with research projects from the university:

We're doing a partnership with the university around community partnership and we are doing the assessment and pedagogy one too. But I'm really interested in seeing at how the university can help us bring to the community [improve links with the school, community and the university], because we aren't hitting the mark yet, within the community. We've tried; the community are very supportive but not participatory.

Overall, the primary principal recognised difficulties with professional learning for staff, connecting with communities, and acknowledged issues of working within a disadvantaged community. The principal was positive about the progress staff had made in managing individuals with chronic behaviour and anticipated continued improvement. Many of the gains were attributed to working within the PBL framework.

4.2 Summary Case Study – LMG2

4.2.1 Context of LMG2

LMG2 comprised two high schools and six partner primary schools. The schools were located in a densely populated urban coastal area. The student population ranged from over 1,000 students at one of the high schools to a small primary school of 10 students (school websites, 2013). Within LMG2 one high school and one primary school participated in the study. All teachers in these schools were invited to complete the survey and the principal of each school was interviewed. The Assistant Principal Behaviour who supported these schools within the LMG was also interviewed.

The high school (HS2) was within an urban coastal area (population approximately 17,000) and partners with six primary schools. Each of the primary schools was from other urban coastal suburbs nearby (local council website, 2011). The student population of HS2 was around 853, and the school catered for students from Year 7 through to Year 9. Students would go to the senior high school in another coastal suburb for Years 10 to 12.

Students who attended this school had to live within the local area. There were 70 full-time teachers, which included eight head teachers, two deputy principals and a non-teaching principal. According to the annual report, the school strives to develop a culture of high expectations and social responsibility. The high school also continued to strengthen links with its feeder primary schools, as these strong links enabled a comprehensive transition program (HS2 annual report, 2013).

At the time of interview with the high school principal and surveys to school staff, the school had begun implementing Positive Behaviour for Learning (PBL). The first stage of implementation of PBL, schoolwide systems, had commenced 3 months prior to survey data collection and principal interview. The high school had collected data on schoolwide systems about the behavioural needs and had implemented five basic behaviour rules and had made some improvements to the reward and consequence system.

The primary school (PS2) selected is within the same urban coastal area as the high school. The student population is about 790, and the school caters for students from Kindergarten through to Year 6 in 31 classes. To be eligible for enrolment in this school, students must be from the immediate local area. There are 34.8 classroom teachers, which include four assistant principals, two deputy principals and a non-teaching principal (PS2 annual report, 2013). The school aimed to guide the progress of all children through stages of development to become happy, healthy learners and to fulfil their potential (PS2 annual report, 2013). At the time of interview and data collection, the principal had retired and the substantiated deputy principal was acting as principal.

Table LMG2-1 indicates the student population, number of teaching staff and their status for both schools selected within LMG2.

Table LMG2-1 Student Population and Teaching Staff

	High school – HS2	Primary school – PS2
Student numbers	853	790
Full-time classroom teachers	73	34.8
Executive staff	11	7

The survey was distributed to all teachers and executive staff and a total of 29 teachers from the two schools responded. Table LMG2-2 outlines the number of surveys collected from each school, and the teachers' gender, the range and mean years teaching at the school and the range and mean years of total teaching experience. Also indicated are executive or classroom teacher status.

Table LMG2-2 Survey Participants' General Information

	High school – HS2	Primary school – PS2
Number of surveys returned	21 (22%)	8 (6%)
Gender	F = 17, M = 4	F = 5, M = 3
Classroom teachers	17	7
Executive	4	1
Mean years teaching at this school	11.07 years	11 years
Range years teaching at this school	0.5–32 years	3–23 years
Mean years teaching experience	19.65 years	16.37 years
Range years teaching experience	0.5–38 years	7–28.5 years

4.2.2 Summary of LMG2 survey data

The summary of the survey data for LMG2 presented in Table LMG2-3 indicates an overall satisfaction with schoolwide systems (SW). Over 90% of both the high school and the primary school staff indicated that schoolwide systems were in place or partially in place. The high school staff (65%) were more concerned about improving this system than the primary school staff (56%). However, both results suggested that improving the schoolwide system was still a concern to teachers.

Similar results can be seen for classroom systems. Both high school (96%) and primary school (99%) respondents believed that classroom systems were either in place or partially in place. Similar results can be seen in the priority for improvement,

where 47% of high school and 44% of primary school participants selected a low priority for improvement. Therefore, over half of the participants from both settings had high and medium priority for improvement levels. Given that nearly half had a low priority for improvement, there was quite a substantial satisfaction level with classroom features.

Table LMG2-3 Summary of Four Systems for HS2 and PS2

Systems	HS2						PS2					
	Current Status %			Improvement Priority %			Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low	In place	Partial	Not in place	High	Med	Low
SW	67	26	7	20	45	35	73	24	3	17	39	44
NC	46	37	17	8	55	37	59	35	6	13	48	39
C	60	36	4	20	33	47	65	34	1	28	28	44
IS	38	40	22	36	39	25	57	37	6	32	34	34

More primary school participants (59%) believed that non-classroom systems were in place than high school participants (46%). Similar patterns can be seen in individual systems, where only 38% of high school participants and 57% of primary participants believed that this system was in place. However, although high school participants were concerned by the individual system, there were 36% who selected a high improvement priority. This result was similar to the primary school participants' selection of 32% for improvement priority. This result suggested that although high school participants believed that there were fewer systems in place for individual students than primary school respondents, their priority for improving the system was equal to the primary school result.

There were many more comments written by high school staff and these were largely negative. This is in contrast to only a few comments by primary staff, which were largely positive. Comments from high school staff about the schoolwide system focused on the lack of communication and consistency with school rules and consequences of problem behaviour between executive and classroom teachers. Similarly, primary staff had some concern about improving the communication between executive and staff about schoolwide behaviour practices, but it was less a priority. Both principals believed that PBL was beneficial in providing a framework for teachers in managing student behaviour, and consistency had improved across the schools, as well as teacher responses to problem behaviour.

4.2.3 LMG 2 High school principal – systems-related interview data

At the time of the interview with the high school principal, the school had introduced the schoolwide system from PBL. The head teacher welfare (HTW) had led the introduction with the support of some district PBL staff. PBL implementation conducted with staff and students was based around assessing the needs of the school in relation to five basic behaviour rules and consistent implementation of consequences and reward system.

The principal requested that the HTW be present in the first half of the interview, as she was involved with the introduction of the schoolwide system. The HTW left the room and the interview continued with just the principal.

The principal and HTW were positive about the introduction of the first step of PBL, which was the schoolwide system. The principal reported on the success that introducing a common language and a set of agreed processes by staff had assisted had on improving behaviour of students and reducing confrontation by staff with students. This is exemplified by the following comment that suggested that the relationships between teachers and students, and teacher attitude about behaviour had improved as everyone knew the expectations. However, PBL had the potential to improve processes, although it may take some time:

Relationships with the kids [from teachers] improve because you are seen as a more positive person. So there is a slow attitudinal change that this program [PBL] has the potential over time.

Further, the HTW reinforced the opinion of the principal about positive support from the school from both parents and students:

When you give them the passes the kids don't say much but parents are saying it's the first thing that they showed them when they walk in the door. Anything you can do that highlights the positive for kids is fantastic. (HTW)

The principal also supported the use of schoolwide procedures using the PBL framework to reinforce the need to teach students directly about behaviour in the school. The principal saw this as a good model, as teachers were sometimes challenged with having to provide teaching and learning to reinforce new rules:

The other aspect that I like about PBL is the whole concept that kids don't necessarily know how to do the right thing and that we actually need to teach them. You can't do it just once. I think that is one of the hardest things to get across to staff. You can't just put up a poster and suddenly kids are going to be respectful. It doesn't work like that.

The principal also remarked on the embedding of whole-school approaches that reinforced

the values of the school. The principal suggested that embedding it throughout the school with teachers reinforcing the practice improves the school climate as everyone is on the same page:

The difference is about a whole school focus rather than just the welfare teacher implementing a program – it is more powerful. If it is embedded in how teachers are thinking when they see kids in the playground or classes they can say “... that’s an example of respect or commitment ...” the teachers are reinforcing the values that the school has already established – being what we stand for.

The principal reported that having teachers focus on positive behaviours in the classroom had improved the classroom climate. The use of schoolwide procedures enabled classrooms to become more positive with less problem behavior:

So if this is fostering teachers’ focus on positive behaviours in their classroom and not the four or five misbehaviours – then that is subtly changing the classroom behaviour as kids strive to show the positive behaviours.

In conclusion, the LMG2 high school principal was committed to the implementation of schoolwide systems and acknowledged that not all teachers would be pleased with PBL. However, the principal factored this into planning:

In a staff of 70 there is always going to be some staff members that say there is no difference – which is a shallow perspective – when you are running a school you have to factor that in – on any staff some people will not be driven with the same commitment as others.

4.2.4 LMG 2 Primary school principal – systems-related interview data

This section highlights parts of the primary principal interview that referred to the four systems of behaviour in the survey. At the time of the interview the current principal was on long service leave pending retirement. The deputy principal had become acting principal and had been in this role for 3 months. However, he had been deputy principal for 7 years. He was to continue in the role of acting principal for the next 12 months before a new substantiated principal was appointed.

There was little specific mention of all four systems in the interview. However, much of the interview was about schoolwide procedures. PS2 had just introduced the schoolwide system using the PBL framework. The principal was pleased about the progress of staff and the improved approaches towards managing problem behaviour:

What I like about PBL is it gives teachers a clear step by step process they can follow

before they throw their hands up and say that they cannot deal with this child or this behaviour.

The principal saw benefits for non-classroom areas with just the introduction of the schoolwide system:

We did the initial training year before last [PBL] and then last year we developed lessons for the non-classroom settings even though we were doing schoolwide. We looked at areas such as the canteen and appropriate behaviours when using the canteen, when changing groups and different areas of the playground.

The principal referred to collecting data on schoolwide issues and remarked on it being a strength of PBL. The data enabled the school to better develop procedures that matched the needs of the school.

As a staff we can refer to the data and see the improvements in areas that we have focused on, it is a strength of this type of system. It can also help with areas that need improvement.

In individual systems the principal remarked on individual students with chronic problem behaviour and how he expected that the schoolwide system would not be appropriate for a child with problem behaviour. However, the principal saw advantages in being able to refer to the schoolwide expectations as a reinforcement of school rules and values:

... there are a handful of students that no matter what system you have in place, they will still pull the limits but I think the PBL system has given us something to fall back on and say, this is what we are expecting of all students at this school.

Overall, the LMG2 primary principal was satisfied with the schoolwide system implementation and saw advantages for consistent approaches by staff based on the needs for this school. There was a greater focus on collecting data to better implement procedures that reflected the needs of the school. Although schoolwide systems was useful for most staff and students, the principal acknowledged that individual students with chronic behaviour would continue to have difficulties. PBL had the potential to reinforce whole-school rules and values.

4.3 Summary Case Study – LMG3

4.3.1 Context of LMG3

LMG3 comprised one high school and seven partner primary schools. The schools were located in a suburb within a greater regional council area. The suburb was located 30 kilometres from a major regional city and had access to many services via road systems and

regular public transport corridors. The student population ranged from 900 students at the high school to a smaller primary school of 26 students (school websites, 2013). The high school (HS3) and primary school (PS3) selected were within a suburb that was surrounded by other urban and rural suburbs. The overall population of the drawing area for the government high school was approximately 22,000 and about 5,000 people for the primary school.

Within LMG3 the high school and one primary school participated in the study. All teachers in these schools were invited to complete the survey and the principal of each school was interviewed. The Assistant Principal Behaviour who supported these schools was also interviewed.

The high school had approximately 900 students that drew from the seven partner primary schools. Students had to live within the drawing area of the seven partner primary schools to attend the high school. The high school had over 77 permanent teaching staff, which consisted of one principal, two deputy principals, 10 head teachers and 64 class teachers. The school catered for students from Year 7 through to Year 12. There were three support classes that were staffed by special education trained teachers, with student positions available through application to regional office. The high school aimed to provide a program of education for all students to give them the knowledge, understanding, skills and values for rewarding their lives (HS3 annual report, 2013).

The primary school was within the same urban area as the high school. The student population was about 200 and the school catered for students from Kindergarten through to Year 6 in eight classes and three support classes. To be eligible for enrolment in this school, students must be from the immediate local area and regional application for the support classes. There were 15 classroom teachers, which included three assistant principals and a non-teaching principal. The school aimed to provide quality education in a caring and inclusive environment promoting excellence, confidence and creativity (PS3 annual report, 2013).

Table LMG3-1 indicates the student population, number of teaching staff and their status for both schools selected within LMG3.

Table LMG3-1 Student Population and Teaching Staff

	High school – HS3	Primary school – PS3
Student numbers	900	200
Full-time classroom teachers	77	15
Executive staff	13	4

The survey was distributed to all teachers and executive staff and a total of 21 teachers from the two schools responded. Table LMG3-2 outlines the number of surveys collected from each school, and the teachers' gender, the range and mean years teaching at the school,

and the range and mean years of total teaching experience. Also indicated are executive or classroom teacher status.

Table LMG3-2 Survey Participants' General Information

	High school – HS3	Primary school – PS3
Number of surveys returned	15 (16%)	6 (32%)
Gender	F = 10, M = 5	F = 5, M = 1
Classroom teachers	12	4
Executive	3	2
Mean years teaching at this school	9.2 years	4.83 years
Range years teaching at this school	2–28 years	1–12 years
Mean years teaching experience	15.46 years	19.1 years
Range years teaching experience	2–28 years	6–35 years

The high school at time of interview and survey distribution had expressed an interest in beginning the process for implementation of PBL. One executive member (a head teacher) from the high school had volunteered to lead the implementation and had begun initial contact with regional PBL staff. The primary school had expressed interest in implementing PBL but had not formally begun the process. Some high school and primary staff members had attended regional courses that introduced PBL. Both principals were familiar with the concept and understood the principles. Both principals were aware of the four systems from the survey and were planning both behaviour and learning according to the four systems.

4.3.2 Summary of LMG3 survey data

Table LMG3-3 summarises and compares the high school and the primary school in schoolwide, non-classroom, classroom, and individual systems. The table is divided into each system and an average of both the current status and the improvement priority for each individual system is shown.

Table LMG3-3 Summary of Four Systems for HS3 and PS3

Systems	HS3						PS3					
	Current Status			Improvement Priority			Current Status			Improvement Priority		
	In place	Partial	Not in place	High	Med	Low	In place	Partial	Not in place	High	Med	Low
SW	35	43	22	48	35	17	47	37	16	30	26	44
NC	34	36	30	46	38	16	45	13	42	38	29	33
C	55	36	9	38	37	25	59	29	12	21	36	43
IS	48	33	19	49	28	23	36	38	26	31	45	24

The overall in-place current status of the high school was lower at 43% than the primary school at 47%. Both the high school and the primary school were more satisfied with the classroom system, as more than half of both schools selecting an in-place status. However, 38% of the high school staff were more concerned with improving the classroom system than the primary school at 21%.

The non-classroom system was less problematic for the primary school participants at 45% (in place) compared with the high school (34%). The low improvement priority for the non-classroom system reinforced this concern, with a third (33%) of the primary staff compared to 16% of the high school not as concerned with improving the current status.

In the overall improvement priority for all four systems, 45% of high school staff were more concerned with all four systems than the primary school at 30%. However, in the medium improvement priority both percentages were the same at 34%. This means that well over half to three quarters of the staff at both schools remained concerned about all systems. This is further reinforced through comments on the survey suggesting that there needed to be further consistent support from executive staff on the playground, in classrooms and inclusion of staff in reviews of all systems.

Both principals believed that they were including staff in reviewing all four systems. Principals highlighted the need for consistency across staff through further professional learning and employment of regular, more permanent staff. The expertise and consistency of strategies tended to be better when staff were full-time in the school. Both principals were concerned about individual teacher skills, more funding support for students, teacher aides and teacher release for planning from regional office. Both principals acknowledged the difficulties staff had including, and catering to, the range of diversity within a classroom.

Overall, these schools were relatively satisfied with the current four systems but believed that there should be high to medium improvement priorities for all four systems. Principals agreed that further improvement was occurring but looked promising for an improved future. The high school was exploring PBL as an alternate system but had yet to fully embrace the framework.

[4.3.3 LMG3 High school principal – systems-related interview data](#)

During the interview with the high school principal, many comments were made about the school staff working together to improve consistency across the school. The principal pointed to being able to offer time away from class to teams of staff to work together on creating priorities for improvement in student welfare issues due to funding from regional office:

We've been fortunate with many of the different funding we have been able to attract this year. This means that I have been able to give the faculties' time away from the

school to look at some priorities for learning and behaviour. I was interested in what the priorities for behaviour were. After they work this out the head teacher reports this back to the whole school. That is when we worked out ... as a whole school what the rules were going to be and how we were going to implement them. It was a good way to start the change in the school.

One of the staff members had begun PBL with an initial meeting with staff and the development of a PBL team of interested people. The high school principal mentioned the implementation of PBL in the school and the impact on schoolwide issues:

Head teacher [name withheld] is very keen about PBL. So I am OK if the school wants to move into it ... We don't get a lot of support with that! The expert [PBL regional support] is not really much good. To be honest I don't think we necessarily needed the tag PBL as we are doing well anyway. We are deciding five basic rules we are looking for consistency across systems of support. It is a long journey of change in the school but things are a lot better than a few years ago. We have better family responses and kids are coming back to our high school and not leaving for the private and Catholic system.

The principal mentioned the support of individual students who were on a behaviour teacher caseload (STB). The student's individual behaviour plan was developed and supported by a visiting behaviour teacher. The principal acknowledged that, although the behaviour teacher could offer expertise, supporting students should be a whole-staff matter:

The STB is supposed to be the expert and offer something different. I guess over the years we have had a number of them and many have been casuals. Some of them have been really useless and offer little. At the moment we have one that has developed some programs that work with lots of the kids and staff are happier with him. He seems to be keen to work with staff and the kids more. As usual not enough kids can be targeted. We need more funding for teacher aides. We cannot rely on a behaviour teacher everyone needs to work with the kids no matter what the issue.

Overall, the high school participants reported that the current status for all four systems was mainly in place or partially in place. The current status of non-classroom systems was of higher concern, as indicated by participants' selections being evenly spread across the three possible options (in place, partially, and not in place). However, despite the overall in-place or partially in-place current status (80%) of all four systems, a similar high figure of 79% for a high or medium improvement priority was selected by participants.

Staff indicated that they wished to be involved more with further reviews of the systems and improved family and community links. Further concerns were around the appropriateness of, and improvement in, academic programs to better suit individual students with problems. The principal commented that changes had occurred and would continue to improve. Both

staff and principal commented that there was a need for further funding to support implementation of programs.

4.3.4 LMG3 Primary school principal – systems-related interview data

In schoolwide systems, the principal discussed data collection as one of the ways to inform school staff of areas of need throughout the school. The principal informed that to establish the five or six rules for the whole school they needed a recording system that was reliable and easy to use. The principal explained the system:

We do a lot of data collection ... and we use Central ... we just keep all our data on that. All teachers add their own data to it and it gives us nice good quality reports. The idea being that we can target particular areas where the behaviours are showing within the whole school.

In regard to the use of data to establish priorities in the schoolwide system, the principal discussed the use of a few basic rules and how these were established. The principal considered the previous rules and how previous values were included:

The school had lots of rules ... the core values hadn't changed but when you looked at the list of school rules there were probably 20 and they were all saying the same things ... so it wasn't that there was a radical shift it was just that we changed the language. So we now have four core rules.

In non-classroom systems, the principal discussed the implementation of different activities in various non-classroom areas. The principal believed that there was considerable communication with staff about non-classroom options and expected behaviour. The principal listed the options and generally seemed to believe that there was a proactive approach to developing the non-classroom system adequately:

We have a lot of communication with the staff and the kids, so lots of talk about what's expected. We have lots of different opportunities within the playground complex. We have a computer lab open, we have the library open, we have a games area for kids that want to play board games and that kind of thing. Some don't want to be out playing run around type games. We've got a netball court where boys and girls play netball at lunch time and recess time. We have yellow zone for our infants. We have green zone for our primary and we have the quiet zone where our Year 6 children can go.

In classroom systems, the principal was aware that students who were not actively learning within classrooms would perhaps cause more issues for classroom teachers. Further mention of consistent consequences, both positive and negative, was also considered a priority. The principal had provided focus on the former issues and this was reflected in the

following statement from the interview:

We also worked a lot on curriculum because if the children aren't engaged they are going to be messing around. So we looked at avoiding activity rich busy kind of stuff and getting into the deep quality teaching stuff. What is it that you are doing in your classroom? How are you differentiating your program to meet the needs of the children in the class? So there was a considerable focus on that too. On top of having those other consequences we also made sure that the flip side was plenty of positive reinforcement so that there weren't only yellow notes and red notes that went home, there were also green notes for good.

Finally, in individual systems, the principal mentioned that working with difficult students was a shared responsibility. Although, as a principal, administering consequences was part of the job, it was better to see it as supporting the teacher rather than removing the child from the situation:

And we also have a system where if a yellow note was required they came to the office to get it and that gave me an opportunity to touch base with that child and say "Wow you know, what's going on here mate. This is not like you. You know, you maybe just having a bad day. Blah, blah blah! So ... it wasn't just a teacher on their own with the behaviour, it was a shared responsibility. It also gives all a break and some time to ready the students and the teacher for re-entry back into the classroom.

In summary, the principal discussed the different ways that the school was working within all four systems with success. The principal acknowledged the difficulty teachers had with behaviour and how the management of student behaviour was a whole-staff responsibility. The principal exemplified some of the particular supports for student behaviour, such as data collection, whole-school approaches, non-classroom procedures and individual support for both teachers and students. The final comment summed up the importance of considering a systems approach to behaviour, with the principal seeing it as a useful and collegiate way to improve processes and concentrate on learning and teaching:

If you've got more than one teacher who is constantly sending to the office then what is the system that's set up to support the teacher and to support the child. So we went straight to our student welfare and discipline policy and we clarified what our processes were. One of the issues was that teachers' didn't know what they had to do with the children when they misbehaved. So we needed to look at all the systems across the school, from schoolwide to the individuals and the learning in the classroom. It is what it is all about – learning and teaching.

4.4 Summary Case Study – LMG4

4.4.1 Context of LMG4

LMG4 comprised one high school and six partner primary schools. The schools were located in a suburb within a greater regional council area. The suburb was located 20 kilometres from a major regional city and had access to many services via road systems and regular public transport corridors. The student population ranged from 1,040 students at the high school to a smaller primary school of 120 students (school websites, 2013). The high school (HS4) and primary school (PS4) selected were within neighbouring suburbs that were surrounded by other urban suburbs. Both schools shared access to public recreational space.

Within LMG4 the high school and one primary school participated in the study. All teachers in these schools were invited to complete the survey, and the principal of each school was interviewed. The Assistant Principal Behaviour who supported these schools within LMG4 was also interviewed.

The high school had approximately 1,040 students that drew from the six partner primary schools. Students were required to live within the drawing area of the six partner primary schools to attend the high school. The high school had over 73 permanent teaching staff, which consisted of one principal, two deputy principals, 12 head teachers and 58 class teachers. The school catered for students from Year 7 through to Year 12. There were three support classes that were staffed by special education trained teachers, with student positions available through application to regional office. The high school aimed to develop a school of education with high standards and to foster pride and achievement (HS4 annual report, 2013).

The primary school was within the same urban area and neighbouring suburb as the high school. The student population was about 200 and the school catered for students from Kindergarten through to Year 6 in eight classes and had one support class. To be eligible for enrolment in this school, students were required to live in the immediate local area and regional application was required for entry to the support class. There were nine classroom teachers, which included two assistant principals and a non-teaching principal. The school aimed to provide individual diversity and tolerance to be valued lifelong learners (PS3 annual report, 2013).

Table LMG4-1 indicates the student population, number of teaching staff and their status for both schools selected within LMG4.

LMG4-1 Student Population and Teaching Staff

	High school – HS4	Primary school – PS4
Student numbers	1040	200
Full-time classroom teachers	73	9
Executive staff	15	3

The survey was distributed to all teachers and executive staff, and a total of 18 teachers from the two schools responded. Table LMG4-2 outlines the number of surveys collected from each school, and the teachers' gender, the range and mean years teaching at the school and the range and mean years of total teaching experience. Also indicated are executive or classroom teacher status.

Table LMG4-2 Survey Participants' General Information

	High school – HS4	Primary school – PS4
Number of surveys returned	11 (12.5%)	7 (37%)
Gender	F = 8, M = 3	F = 5, M = 2
Classroom teachers	9	5
Executive	2	2
Mean years teaching at this school	5.4 years	6.7 years
Range years teaching at this school	2–10 years	3–13 years
Mean years teaching experience	10.9 years	16.14 years
Range years teaching experience	4–25 years	6–30 years

4.4.2 Summary of LMG4 data

Table LMG4-3 summarises and compares both the high school and the primary school in schoolwide, non-classroom, classroom, and individual systems. The table is divided into each system and an average of both the current status and the improvement priority for each individual system is shown. The overall in-place current status of the high school was higher at 48% than the primary school at 45%. The high school was more satisfied with the current status of the classroom system at 58%

than the primary school at 44%. However, 47% of the high school staff were more concerned with improving the classroom system than the primary school at 30%.

The non-classroom system was less problematic for the primary school participants at 43% (in place) compared with the high school (34%). The low improvement priority for the non-classroom system reinforced this concern, with nearly half (43%) of the primary staff compared to 18% of the high school not as concerned with improving the current status.

Table LMG4-3 Summary of Four Systems for HS4 and PS4

Systems	HS4						PS4						
	Current Status %			Improvement Priority %			Current Status %			Improvement Priority %			
	In place	Partial	Not in place	High	Med	Low		In place	Partial	Not in place	High	Med	Low
SW	50	35	15	27	37	36		55	34	11	19	35	46
NC	34	40	26	38	44	18		43	49	8	25	32	43
C	58	29	13	47	41	12		44	43	13	30	43	27
IS	48	33	19	26	52	22		39	49	12	41	14	45

In the overall improvement priority for all four systems, 35% of high school staff were more concerned with all four systems than the primary school at 29%. The medium improvement priority also reinforced this notion at 43% for the high school compared with the primary school at 30%. This means that well over three quarters of the high school and over half of the primary staff remained concerned about all the systems. This was further reinforced through comments on the survey suggesting that there needed to be further consistent support and collaboration from executive staff, more support personnel and funding in classrooms, continued development of skills in learning and behaviour management, and staff inclusion in reviews of all systems.

Both principals believed that they were including staff in reviewing all four systems. Principals highlighted the need for consistency across staff through further professional learning and further funding to release teachers to work on school-specific programs. Both principals believed that they had good staff expertise in the school who were willing to work with teachers. However, both principals commented that it was the responsibility of individuals to take up the assistance and want to differentiate both the learning environment and reinforce consistent behavioural outcomes in their classrooms. Both principals were concerned about individual teachers but acknowledged the difficulties staff had including and catering to all of the diversity within a classroom.

Overall, 82% of high school and 89% of primary school staff believed that the four systems were either in place or partially in place but thought there was a high to medium priority for improvement. Principals agreed that further improvement was needed but had noticed that all systems were improving overall.

4.4.3 LMG4 High school principal – systems-related interview data

During the interview with the high school principal the main topic was the relationship the high school had with its feeder primary schools and the collegiality amongst fellow principals.

However, there was discussion of some aspects of each of the four systems.

In schoolwide systems, the school had introduced a new recording system for both financial issues and student welfare issues. The principal mentioned that although the new system looked great and had state funding for its implementation, it was not effective for recording welfare issues. The principal believed it was a factor for staff when trying to gather data about behaviour:

We are still keeping our old third party software at the moment to record behaviour issues because it's far more user friendly. We are trying not to double up too much because you don't have the time to double-up on work and the staff do not have the time to double-up on work. It is important to be able to report on the data collected.

The principal discussed the use of staff development days to enhance skills in differentiating the curriculum to ensure better outcomes for students with behaviour problems in the classroom. Part of the support for the whole school was having the Assistant Principal Behaviour on site at the high school and delivering professional learning on problematic issues to the whole staff:

We are trying to line her up for one of our last school development days, again on differentiation and responsibility and reasonable adjustment because we still have a lot of staff who struggle to come to terms with that's their job and she's been good from that perspective. She is on site here, so they know her, I think that availability and they're able to ask her questions about things, they also have a respect for her so when she presents these sessions they understand it.

There was not a specific discussion in the interview that mentioned the non-classroom system. However, the principal did comment on an example of violence on the school playground by a student with chronic problems. The example was the executive decision-making about individuals when mandatory suspension occurred for violence. The principal did discuss the individual case and reported that this was a very vulnerable student who needed more consideration than immediate suspension. However, suspension for violence is mandatory in NSW government schools for students of high school age:

I don't always like to suspend students but when you get pressure [from] staff, especially when there has been an incident with a staff member, some things feel out of your control.

The principal discussed many general and individual issues in classrooms. The principal first mentioned that the employment of an executive who specialised in special education should be able to provide further professional learning and reduce the inconsistencies in classrooms. The principal often reinforced that the classroom teacher's role was to provide

adjustments and support within the classroom. However, the principal further discussed that some teachers were resistant to change and abrogated their responsibility to support personnel such as a Learning and Support Teacher (LAST).

... we had a Head Teacher Special Ed. appointed this year because we've now got the three classes. She has so much to offer in that area, she's done a couple of sessions with our staff on differentiation but there are still quite a lot that are quite resistant, so that's a work in progress. There is still a lot of, "why is this my job?" and as far as adjusting exams, we have a couple of kids in mainstream who really can't access a normal exam and we have had to have some hard conversations with staff to convince them that actually it is their job to adjust that exam for that student. They think that should be someone else's job ...

The principal gave further examples of initiatives from groups of staff that were providing further professional learning to the school staff on improving academic outcomes. The principal commented that the provision of funds to programs allowed teachers to have time away from class to develop and implement new programs. The development was then presented to the whole staff for adoption across the school. However, the principal did also mention that the individual classroom teacher must then take responsibility for implementing the new support system:

They are making posters, that have our kids in them, about the super six strategies, the comprehension strategies, so even staff who didn't do the intensive training, have been shown at staff development how you can incorporate these strategies into your lesson; even if you're an industrial arts teacher or a PE teacher. So I guess the money allowed us to do that but it won't be what sustains it. So it has to be a combination of that, money gives you time, time is wonderful but it's the will of staff and the belief of staff that it is an important thing to do. Better learning outcomes better behaviour!

The final discussion point from the principal about the classroom and individual students with chronic behaviour problems was the responsibility of the teachers in classrooms to ensure that each student is considered unique in terms of their individual circumstances. The principal believed it was important to consider both the learning and behaviour needs and to follow up on individual plans that had been developed. The principal acknowledged that it was hard for both classroom teachers and the individual students:

I think it comes back to what is happening in the classroom because it's the kids largely who can't access or who aren't doing well, they are the ones who are disengaging and then distracting and then getting in trouble, it all winds up. It's all a very individual case by case basis that we manage their behaviours, we look for triggers and you know part of the return from suspension is that they have learning goals as well as behavioural goals but it is hard for them, the teachers and the kids.

Overall, the high school principal interview identified a range of professional learning opportunities in all four systems that were offered to staff. There was some funding that allowed teachers to develop programs in house, and the high school had access to a number of expert teachers in behaviour and learning. The responsibility of ensuring there was adjustment and support for learning and behaviour programs lay with the classroom teacher, although some of the teachers resisted the support offered. The principal cited examples of individual cases of students with behaviour problems and the difficulties of managing both the problem behaviour and the reactions by some staff members. Overall, the principal believed approaches in classrooms and attitudes of teachers were improving.

4.4.4 LMG4 Primary school principal – systems related interview data

The principal of the primary school throughout the interview did not specifically mention the four systems by name. The interview mainly focused on activities between the high school and the primary school and the focus on good transitions for students to high school. The principal did indicate that behaviour was not a real issue at the primary school and the only behaviour problems emerged occasionally from the Multi-Categorical special needs class. The principal also commented that the classroom teacher for the Multi-Categorical class was new to special education teaching and the class had only been established at the beginning of the year:

Some of the only behaviour problems I get now are out of the Multi-Categorical class. Autism is supposed to be their main disability and most of them are just gorgeous little kids on the autism spectrum and we integrate them back into regular classrooms as much as we can. The class is only new this year and the teacher is new to special education as well.

Further to the new teacher on the Multi-Categorical classroom, the principal mentioned that the teacher occasionally had difficulty and executive staff had to support the teacher when issues of inappropriate individual behaviour occurred. The principal reported that this was sometimes confronting for other teachers in the school and caused occasional frustration. This was particularly noticeable when it concerned the school rules and expected consequences by mainstream teachers that should be administered by the principal to individuals:

Occasionally we have some trouble from Johnny [pseudonym of individual student in the Multi-Categorical class]. He sometimes gets really frustrated with something and will run out of the classroom and annoy other classes. The classroom teacher seems to be at odds to what to do and will send for me immediately. Then some of the teachers want me to punish him [Johnny] according to the school rules. I can't always do that as he is only eight years old and the teacher is not really sure what the trigger

is ... he has autism. But I usually just explain to the others at a staff meeting what I am doing. I think we will get the LAST [Learning and Support Teacher] to give some professional development on autism so perhaps they will understand more. But really it is rare and not really a problem it is just a bit of a shock to the teachers when it happens.

The principal also commented on the focus on academic improvement and development within the school by integrating a focus on English and Maths. The primary principal expressed how important it was to develop good academic programs to improve the NAPLAN scores but also increase the confidence of students:

We have also done a whole lot of staff development on English and Maths to help improve the NAPLAN scores. We are just about to do another half day focus on English, which will probably split into stage groups. I think this will help improve our classrooms so that kids can feel a lot more confident and parents know our teachers know how to adjust and provide the best academic programs as possible.

Overall, the primary principal did not see behaviour as an issue in the school but was concerned with some of the staff needing further professional learning in regard to specific disabilities. The principal was focusing the school on providing opportunities for staff to develop further skills in academic subjects such as Maths and English. The principal was aware of the need to improve overall academic results in classrooms and on the NAPLAN to increase student confidence and therefore behaviour.

4.5 Summary Case Study – LMG5

4.5.1 Context of LMG5

LMG5 comprised one high school and three partner primary schools. The schools were located in a suburb within a greater regional council area. The suburb was located 20 kilometres from a major regional city and had access to many services via road systems and regular public transport corridors. The student population ranged from 900 students at the high school to one of the feeder primary schools of 160 students (school websites, 2013). The high school (HS5) and primary school (PS5) selected were within the suburb that was surrounded by other urban suburbs. Both schools were situated within a large population of public housing.

Within LMG5 the high school and one primary school participated in the study. All teachers in these schools were invited to complete the survey and the principal of each school was interviewed. The Assistant Principal Behaviour who supported these schools was also interviewed.

The high school had approximately 900 students that drew from the three partner primary schools and surrounding areas. Students were required to live within the drawing area of the three partner primary schools to attend the high school. The high school had over 73 permanent teaching staff, which included one principal, two deputy principals, 10 head teachers and 53 classroom teachers. The school catered for students from Year 7 through to Year 12. There were three support classes that were staffed by special education trained teachers, with student positions available by application through regional office. The high school aimed to widen opportunities and promote achievement in a caring environment (HS5 annual report, 2013).

The primary school was within the same urban area as the high school. The student population was about 195, and the school catered for students from Kindergarten through to Year 6 in seven classes and had three support classes. To be eligible for enrolment in this school, students had to reside in the immediate local area and through regional application for the support classes. There were 13 classroom teachers, which included three assistant principals and a non-teaching principal. The school aimed to achieve all their goals in harmony and where success and quality are sought and celebrated (PS5 annual report, 2013).

Both schools at time of interview and surveys were embarking on the introduction of PBL. Both schools were at the initial stage of data collection and a schoolwide review.

Table LMG5-1 indicates the student population, number of teaching staff and their status for both schools selected within LMG5.

Table LMG5-1 Student Population and Teaching Staff

	High school – HS5	Primary school – PS4
Student numbers	900	195
Full-time classroom teachers	53	13
Executive staff	13	4

The survey was distributed to all teachers and executive staff, and a total of 19 teachers from the two schools responded. Table LMG5-2 outlines the number of surveys collected from each school, and the teachers' gender, the range and mean years teaching at the school and the range and mean years of total teaching experience. Also indicated are executive or classroom teacher status.

Table LMG5-2 Survey Participants' General Information

	High school – HS5	Primary school – PS5
Number of surveys returned	11 (17%)	8 (47%)
Gender	F = 6, M = 5	F = 4, M = 4
Classroom teachers	8	5
Executive	3	3
Mean years teaching at this school	6.81 years	10.87 years
Range years teaching at this school	1–15 years	3–25 years
Mean years teaching experience	10.9 years	19 years
Range years teaching experience	4–23 years	3–35 years

4.5.2 Summary of LMG5 data

Table LMG5-3 summarises and compares both the high school and the primary school in schoolwide, non-classroom, classroom, and individual systems. The table is divided into each system and an average of both the current status and the improvement priority for each individual system is shown.

Table LMG5-3 Summary of Four Systems for HS5 and PS5

	HS5						PS5					
	Current Status %			Improvement Priority %			Current Status %			Improvement Priority %		
Systems	In place	Partial	Not in place	High	Med	Low	In place	Partial	Not in place	High	Med	Low
SW	40	45	15	45	31	24	53	34	13	29	47	24
NC	30	43	27	35	34	31	56	29	15	32	44	24
C	35	52	13	40	40	20	43	49	8	49	44	7
IS	32	56	12	43	42	15	50	34	16	48	29	23

The overall in-place current status of the high school was lower at 34% than the primary school at 51%. However, both the high school and the primary school had a similar result for the improvement priority. Both schools were concerned overall for improving all four systems, with 41% of the high school staff respondents selecting a high improvement priority and 40% of the primary school staff.

In the schoolwide systems, the high school staff were less satisfied with the current status at 40% than the primary school at 53%. This is also reflected in the high improvement priority selected by the high school at 45% compared to the primary school at 27%. The principal of the high school believed that the introduction of PBL in the following

year would improve consistency across the high school. The primary school principal believed that PBL was responsible for increased consistency in consequences and rewards for schoolwide behaviour. Both principals believed that PBL was an excellent framework for schoolwide systems.

The non-classroom system was less problematic for the primary school participants at 56% (in place) compared with the high school (30%). However, both schools had similar results for a high priority for improvement at 35% for the high school and 32% for the primary school. Both principals acknowledged difficult students and problematic issues in the playground and other non-classroom areas. The primary school indicated that there were some good programs in place that ensured better consistency across staff and students. The high school acknowledged that consistency was an issue in non-classroom areas but expected that the new PBL framework may improve these outcomes. Staff in the high school had also mentioned that consistency with rules in and out of the classroom and playground should occur.

The current status of classroom systems was less problematic for the primary school at 43% than the high school at 35%. However, the primary school selected a higher improvement priority at 49% than the high school at 40%. Primary staff were concerned about students with chronic behaviour problems disrupting the lessons and learning of other students. They also required more in-class support or alternate placement for difficult students. Both primary and high school staff were concerned about the lack of academic improvement for students in their class despite provision of adjusted learning outcomes. The primary principal believed that improvement in classroom learning was paramount in the school. Both principals agreed that consistency across classrooms in behaviour and learning needed further improvement. There was agreement by participants in the survey (80% of high school staff and 93% of primary staff) on a high or medium improvement priority for classroom systems.

There were similar selections for the current status for in place and partially in place for the high school at 88% and the primary at 84% in individual systems. This indicated that there were sets of procedures within the individual systems that were evident. However, if both the high and medium improvement priorities are considered, the high school was slightly more concerned for improvement at 85% than the primary school 77%. However, both high percentages for each staff indicate strong concern about individual systems. Some of the greatest areas of concern were for the lack of funds or support staff to improve the outcomes for individual students. Other concerns were about communicating to staff about an individual's behaviour by the executive, and providing more support from executive or other expert personnel in devising suitable programs. Some of the support was removal from regular classrooms into specialist settings. Both principals acknowledged the difficulties in their communities and the need to support individual students and include their families for more positive outcomes. The role teachers needed to play was in understanding the community and providing for the children in their classrooms professionally and with

compassion and consistency.

Both principals were concerned about individual teacher skills and more funding and time away from class to better plan for support for all students. Both principals acknowledged the difficulties staff had including and catering for the diversity within a classroom.

Overall, these schools were relatively satisfied with the current four systems but believed that there should be high to medium improvement priorities for all four systems. Principals agreed that further improvement was occurring but looked to an improved future with the inclusion of PBL across their schools. The primary school had introduced three systems of PBL successfully, and the high school was to implement the schoolwide system in the following year. Both principals believed the PBL framework would provide an excellent basis for improvement in all four systems. Some staff commented in both schools that the implementation of PBL should help further improve their systems of support for behaviour and learning.

4.5.3 LMG5 High school principal – systems-related interview data

The principal interview centred much on the collegiate approach between the four principals in the LMG. However, some of the conversation that targeted on various systems in the school was about the expected change with the implementation of the PBL framework. The hopeful outcome that was mentioned by the principal was an improvement in all the four featured behaviour systems throughout the school. The principal remarked that consistency across all staff was an important factor in ensuring success of the introduction of PBL:

We haven't launched PBL yet, we've been working on it this year, I can't wait for it to launch, I just know we've got to get it right to launch. Consistency in everybody is what it comes down to, I just want to make sure that when we do it, we do it right. We will launch at the beginning of next year and hopefully everything will be in place.

The high school principal acknowledged that the current discipline schoolwide policy did need reviewing. There was also an acknowledgement that a framework such as PBL would ultimately assist all teachers to develop consistency and to be able to better work in classrooms and with individual students:

PBL is a framework. That is exactly what it is and it's a framework for staff to feel like, if I use this language and I know this consequence, they feel better. I think our discipline policy does need reviewing and restructuring and when we have a framework, when we are having those conversations, it helps you work your way through the conversation about a difficult student. I think it will help our staff who do get caught up in the moment and emotions of certain situations when dealing with difficult kids.

Finally, the principal was aware of the challenging community within which the school was situated. The principal also acknowledged that although the families could be challenging, also dealing with difficult staff was draining on the principal. The principal saw the team approach was largely the responsibility of the principal with everyone taking their part.

It is the difficult staff, parents etc. that drain you in this job and make it difficult when you have to deal with tough people. You do have to be very mindful of the steps you are taking as a principal to make sure everyone is pulling together – that everyone is doing their bit!

Overall, for the high school across all four systems, 83% of participants believed that the current status of systems was either in place or partially in place. However, acknowledging that the systems were in place did not necessarily reflect the improvement priorities for all four systems. In the improvement priority for all four systems, 78% of participants selected either a high or medium level of improvement, signifying that all four systems needed further review or refinement to achieve a higher level of staff satisfaction. Some of the areas of concern included consistency of consequences in non-classroom areas, classrooms and with individual students with chronic behaviour. Other areas of concern were providing adequate learning, and academic supports and adjustments that better met the needs of a difficult cohort of students. The use of alternate settings that better suited students with chronic behaviour than those the school could provide or fund was a suggestion by an executive teacher. There was also some frustration with the lack of responsibility families sometimes had by leaving schools to solve issues with their students with behaviour problems.

4.5.4 LMG5 Primary school principal – systems-related interview data

The principal had introduced the PBL framework to the school, beginning with schoolwide systems, and was enthusiastic about the changes that had occurred. The principal was mindful of supporting staff so ensured that the initial change of the previous discipline system was simple and catered to the specific needs of teachers and students. The principal also recognised that staff had differing opinions and sought to improve consistency by introducing a few school rules and a consistent reward system:

When I first came to this school, there wasn't really cohesiveness within the staff. I know that staff all have a different attitude towards the kids and because we are in a potentially violent environment, I needed to protect the teachers and kids and PBL helps with that. We tried to keep everything very simple in the beginning and consistent across the whole school; we have the "happy face," "straight face," and "sad face," in a row along the wall and the students have pegs with their faces on it

that are placed along the string at different places according to their behaviour. They also have their reward booklets that they get stickers in under the 3 key areas of PBL, that's working quite well. Staff know that the kids have the same rules and they have to reward.

The principal believed that the use of data was important to establish priorities. The principal illustrated the usefulness of data through a non-classroom example. The principal discussed how the use of data and the PBL framework ensured that all the staff were committed to consistent implementation of whole-school approaches in the non-classroom systems. Once again, the principal indicated that PBL was the key to success in interpreting the data to ensure commitment and consistency for the staff and students across the school:

You get data out of your PBL that guide you through what the priorities are in your school. So for the playground which is always challenging you can have a lot of data. So we had 27 accounts of aggressive behaviour around the toilet which is not good. It's not all bad though. We created some lessons around that in a positive way. Got some good quality stuff! How do you go to the toilet, without being dirty and germey and environmentally friendly etc. ... students now come to us when other kids do the wrong thing in the bathrooms because they recognise the misbehaviour of others. I can't praise PBL enough; it has brought us altogether with a commitment that we would have this solid system throughout the school not only the kids but the staff as well.

In classroom systems, the principal discussed the implementation of a different approach in classrooms. The principal wanted staff to focus on improving the learning in classrooms and being aware of the specific needs of the students. The principal understood that there was a need to increase the learning standards of students and gave staff little choice in improving systems. The belief from the principal was to truly support the students in the school and their behaviour; attention to the learning outcomes was paramount:

Improving what was happening in the classrooms! That was a non-negotiable change. That real push for curriculum! How we've done that is establish stage meetings, strong APs, strong leadership and although some staff who have been here for longer have struggled with it but most have responded well. When teachers are forced to talk about curriculum and pedagogy and sometimes having an antagonist in the room pushes them to explore issues deeper. I said to my staff that, yes we will have a discipline program at this school but what I want you to offer these kids is unconditional support in behaviour and education. It has to be about learning in the classrooms.

The principal was very concerned about ensuring that parents and families were part of the solution to improving systems throughout the school. The principal acknowledged that there were difficult students and difficult parents. However, if you engaged the community in

discussion about all the systems then outcomes were much improved:

Another thing we have been working on is community engagement. At other schools I have been at there was an emphasis on community involvement – so here we have been trying to open a pathway for the community to become involved in school governance and I have seen a positive outcome from this as I believe that when the parents see that you care about their kids they respond better to you. We have some difficult kids and parents as well. If you get out there and show you really want their kids to do well and are willing to include them as well – well it's better for everybody especially the kids. Makes my job easier.

In individual systems, the principal was concerned that there was no expertise in the area of behaviour. The principal remarked that there was no functional behavioural assessments (FBA) performed, and there was a lack of relationship with the Assistant Principal Behaviour to support individuals with chronic behaviour. During the interview, there was a halt in recording as the principal implemented an emergency lockdown of the school. A student with chronic behaviour problems was threatening other students and staff:

Some of these kids are really damaged. Just like that fellow out there [indicating the individual student from the lockdown procedure]. There isn't any FBAs anymore I am sure it would help. The behaviour side of things is quite different. To access really good social skills programs for a really difficult kid you need a Support Teacher Behaviour [STB]. I have some problems with the new Assistant Principal Behaviour not responding to requests. Very irritating! The STB side of things is failing the school. My current Learning and Support Teacher [LAST] is "learning only" trained and not wanting or capable of doing good social skills programs with these kids. She would have a fit if I asked her to work with the really hard kids! So I guess I am dealing with these kids and I don't know how to do a FBA!

In summary, the principal highlighted that the introduction of PBL was making a difference in the school, with improved focus and consistency across the school in most of the four systems. There was some concern for individual systems when working with students with chronic behaviour problems. The principal was concerned that there was not enough support for students with chronic behaviour and that expertise was required to improve the individual system. The principal was aware of the difficult school community and students but believed that PBL had improved consistency across the school in behaviour and increased learning outcomes.

4.6 Summary Case Study – LMG6

4.6.1 Context of LMG6

LMG6 comprised one high school and six partner primary schools. The schools were located in a suburb within a greater regional council area. The schools drew from a population of urban, rural and mining communities of over 10,000 residents within the named suburb, which was located four kilometres from a regional city and 40 kilometres from a larger regional city. It had access to many services via road systems and regular public transport corridors. The student population ranged from 900 students at the high school to one of the feeder primary schools of 84 students (school websites, 2013). The high school (HS6) and primary school (PS6) selected were within the same suburb that was surrounded by other urban suburbs and rural communities.

Within LMG6 the high school and one primary school participated in the study. All teachers were invited to complete the survey and the principal of each school was interviewed. The Assistant Principal Behaviour who supported these schools was also interviewed.

The high school had approximately 900 students that drew from the six partner primary schools and surrounding areas. Students were required to live within the drawing area of the partner primary schools to attend the high school. The high school had over 85 permanent teaching staff, which consisted of one principal, two deputy principals, 14 head teachers and 68 class teachers. The school catered for students from Year 7 through to Year 12. There were three support classes that were staffed by special education trained teachers, with student positions available by application through regional office. The high school aimed to foster lifelong learning through problem-solving and higher order thinking skills (HS6 annual report, 2013).

The primary school was within the same urban area as the high school. The student population was about 700, and the school catered for students from Kindergarten through to Year 6 in 28 classes and two special classes. To be eligible for enrolment in this school, students had to live in the immediate local area and by regional application for the special classes. There were 13 classroom teachers, which included four assistant principals, a deputy principal and a non-teaching principal. The school aimed to strive towards a happy and safe school in which to work and play (PS6 annual report, 2013).

Table LMG6-1 indicates the student population, number of teaching staff and their status for both schools selected within LMG5.

Table LMG6-1 Student Population and Teaching Staff

	High school – HS6	Primary school – PS6
Student numbers	900	700
Full-time classroom teachers	68	27
Executive staff	17	6

The survey was distributed to all teachers and executive and a total of 24 teachers from the two schools responded. Table LMG6-2 outlines the number of surveys collected from each school, and the teachers' gender, the range and mean years teaching at the school and the range and mean years of total teaching experience. Also indicated are executive or classroom teacher status.

Table LMG6-2 Survey Participants' General Information

	High school – HS6	Primary school – PS6
Number of surveys returned	14 (16.5%)	10 (30%)
Gender	F = 10, M = 4	F = 8, M = 2
Classroom teachers	11	8
Executive	3	2
Mean years teaching at this school	5.36 years	6.5 years
Range years teaching at this school	1–20 years	3–10 years
Mean years teaching experience	12 years	13.2 years
Range years teaching experience	3–30 years	3–25 years

4.6.2 Summary of LMG6 survey data

Table LMG6-3 provides a summary and comparison of both the high school and the primary school in schoolwide, non-classroom, classroom, and individual systems. The table is divided into each system and an average of both the current status and the improvement priority for each individual system is shown.

The overall in-place current status of the high school was lower at 29% than the primary school at 48%. However, both the high school and the primary school had a similar result for the improvement priority. Both schools were concerned overall to improve all four systems, with 77% of the high school staff respondents and 73% of the primary school staff selecting either a high or medium improvement priority.

Table LMG6-3 Summary of Four Systems for HS6 and PS6

	HS6							PS6					
	Current Status %			Improvement Priority %				Current Status %			Improvement Priority %		
Systems	In place	Partial	Not in place	High	Med	Low		In place	Partial	Not in place	High	Med	Low
SW	42	54	4	12	56	32		49	40	11	22	44	34
NC	35	59	6	15	66	19		56	29	15	29	51	20
C	34	62	4	19	54	27		55	42	3	20	45	35
IS	7	80	13	21	63	16		33	49	21	33	47	20

In the schoolwide systems, the high school staff were slightly less satisfied with the current status at 42% than the primary school staff at 49%. This was not necessarily reflected in the high improvement priority selected by the high school at 12% compared to the primary school at 22%. Both principals believed that most of the schoolwide systems were in place and it was only some of the teachers who were inconsistent or did not follow through with appropriate agreed consequences.

The non-classroom system was less problematic for the primary school participants at 56% (in place) compared with the high school (35%). However, the primary school believed that this system needed a further high improvement priority at 29% compared to the high school at 15%. Both principals acknowledged their difficult students and problematic issues in the playground and other non-classroom areas (such as the playground and canteen). The primary school indicated that there were some good programs in place that ensured better consistency across staff and students. The high school also acknowledged that consistency was an issue in non-classroom areas and needed more executive support for known students with behavioural issues on the playground.

The current status of classroom systems was less problematic for the primary school at 55% than the high school at 33%. However, both the primary school (20%) and the high school (19%) had similar selections for a high improvement priority. Primary staff were concerned about students with chronic behaviour problems disrupting the lessons and learning of other students, and these students required more in-class support or alternate placement. Both primary and high school staff were concerned about the lack of academic improvement for students in their class despite provision of adjusted learning outcomes. A high school participant wanted to see an alternate curriculum for boys, and the primary school commented on the diversity within the classroom needing further assistance from specialist staff and executive support.

The primary principal believed that improvement in classroom learning was paramount in the school and a good predictor of behaviour problems. Both principals agreed that consistency

across classrooms in behaviour and learning needed further improvement through staff development and more upskilling of teachers in classroom procedures. There was agreement by participants in the survey through 81% of high school staff and 80% of primary staff selecting a high or medium improvement priority.

In individual systems, the high school at 7% was less satisfied with the current status (in place) of all features than the primary school at 33%. This indicated that there were fewer sets of procedures within the individual systems at the high school than the primary school. However, if both the high and medium improvement priorities were considered, the high school was slightly more concerned for improvement at 84% than the primary school at 80%. However, both high percentages for each school indicated concern about individual systems.

Some of the greatest areas of concern for individual systems were the need for more support staff to improve the outcomes for individual students with learning and behavioural difficulties. Other concerns were about communicating to staff about an individual's behaviour by the executive, and providing more support from executive staff in supporting students and classroom teachers. Some of these supports included executive staff removing students from classrooms and applying consistent consequences.

Both the high school and the primary school staff comments suggested removal of students with chronic behaviour problems either through expulsion from the school or inclusion into alternate specialist settings. Both principals acknowledged the difficulties in their communities and the need to support individual students and include their families to achieve more positive outcomes. The role teachers needed to play was in understanding the community and providing for students in classrooms with a focus on consistent behavioural procedures and a focus on learning.

Overall, these schools were relatively satisfied with the current four systems being either in place or partially in place. However, the majority of participants, both executive and classroom teachers, believed that there was a high to medium improvement priority for all four systems.

[4.6.3 LMG6 High school principal – systems-related interview data](#)

The high school principal interview focused on the role of the high school in LMG meetings and how the school participated in transition programs with the feeder primary schools. However, the principal did comment on some of the four systems.

In the classroom system, the principal remarked upon the diverse student population that caused concern for many teachers. The principal commented that this was often brought up in faculty meetings by classroom teachers and reported by head teachers to executive

meetings. The following comment by the principal mentioned the lack of consistent approaches for behaviour in the classrooms and that it was often the greatest problem of complaints by head teachers in executive meetings:

We have quite a number of staff that are sometimes problematic in the classrooms. The head teachers and I have a regular executive meeting and they often say that teachers are really stressed and get quite angry about some of the problem kids being in their classes. They say nothing works and they [student] need to be removed. Then the head teachers are telling me that sometimes the teachers who are always sending kids down to them are the teachers who don't always follow the rules. Those teachers tend to send the kids out for the head teachers to deal with rather than deal with them themselves. So I guess it is really a whole school thing that more effort needs to go into going over and over what to say and do in the classroom. Probably at the development days. But it is always a problem with a few teachers this inconsistency. My executive get a bit tired of it too! It is only a few mostly the teachers are pretty good with a lot of diversity here.

Further to the above comment, the principal shared concerns about the quality of educational/academic content in classrooms and that there were more pressures on schools to deliver a lot more content and be more accountable than in previous years. The principal was concerned about the learning of some of the students with chronic behaviour problems and how to combine behaviour and learning strategies effectively. The principal suggested that someone with expertise in learning and behaviour would be able to assist in teacher development:

The teachers try their best. There is a lot more pressure these days than years ago with curriculum and content. So much more expectations from the Board of Studies. I think we need to really look at training or providing to teachers more ways and perhaps better ways to combine good learning with behaviour. If you look at the Quality teaching model they say that good learning will mean good behaviour. I guess it would work to an extent on most kids but still some kids are really behind and some kids have real mental health issues. Sometimes you need that expert in behaviour and learning to help. Some more professional development. We seem to be always looking for solutions. But really teachers are doing a pretty good job.

The principal commented on the need to provide good links with the community and families of all students. Once again, the principal mentioned the diversity in families and the affect it can have on creating good partnerships between school and home. The principal emphasised that the links were very important in ensuring the school was more productive. The principal mentioned that all systems across the school would benefit from closer ties between family and school.

You know we have some really good programs to try and get families involved in the school. It works really well with getting to know parents. The kids like you to know their parents and the parents like it if you know their kids. I make it my job to get to know as many as I can for good things as well as the bad ones. Even just being sociable at some of the events we put on are important. We have things like barbeques, special learning days, concerts and helping parents. It all helps to make sure we are a team of school personnel and the community. It all starts back in the primary schools. It is so much more productive. Every system is better with that.

Overall, the high school principal was concerned with inconsistent approaches by some teachers who needed further support from executive staff and professional development in learning and behaviour. The principal further acknowledged that the community and the school students were diverse and not all approaches used in classrooms necessarily were the most appropriate option. The principal suggested that perhaps some other professionals who had more expertise may be able to assist in the development of learning and behaviour as they were inextricably linked. The principal also commented on the strong links between community and school, and this enabled more productive programs in all four systems across the school.

4.6.4 LMG6 Primary school principal – systems-related interview data

The majority of topics covered in the principal interview were about the function of the LMG and the programs and processes experienced in that forum. Many programs and activities were highlighted throughout the interview that involved professional development of staff with staff from other schools within the LMG. The main system that was discussed by the principal was the individual system and some of the outcomes there.

The first issue was the role the Assistant Principal Behaviour (APB) had with the school. The principal relied on the APB to organise behaviour support for individual students. The APB was responsible for a visiting Support Teacher Behaviour (STB). However, there was often no permanent STB available, so the APB used funds to employ a casual teacher to release members of staff to work on individual student programs. The principal explained the system as follows:

So we have someone who will come in here and comes in every Tuesday who is a casual teacher and that casual teacher just frees two of our staff members who work with our own behaviour kids. We have our particular day to do this. So it's every Tuesday. So every week of those five days of the casual teaching person across the LMG we get the Tuesday part of it and the casual that comes in just goes and takes one of our teacher's classes. There are two different teachers who work with groups of kids and they have the time to do it.

The principal commented that this system was working well for individuals as the teachers were in the school, knew the student and their situation better and were able to follow up on programs. The principal also mentioned that the expertise of STBs could become dependent upon the individual STB who may not have the necessary skills. However, the APB ensured that the program and strategies were appropriate and provided professional support to the school-based teachers:

The advantage in that we get better value for money because it's not just when they come. They [the released teachers] are here all the time so they can build on what they do. They know the kids better than the visiting STBs. You don't start cold with the children. You know something about them and you know their strengths, their weaknesses and they know the teacher so they are comfortable with it so we've been happy with it. You've got to get someone who is prepared to do it. But we've been lucky had good people doing it and that's been effective. I guess the downside is you don't have the expertise of the STB. But sometimes they [STBs] don't know as well and don't have the know-how anyway. It depends who it is. The APB keeps an eye on it all and advises the teachers [school based teachers] if they need. SO really we don't need the STB so much.

The principal gave an example of how the primary school supported students with chronic behaviour problems in the individual system. The principal mentioned the use of targeted funding from regional funds that was allocated to all the feeder primary schools and the high school to administer within the LMG based on priority. The primary principal suggested that the funding was rarely used as sometimes students with no prior warning were enrolled in the school without a formal diagnosis or behaviour program in place. The unplanned enrolment of difficult students could have a detrimental effect on staff:

It is the RSSSP [regional funding for extreme behaviour needs] funding we are mainly using when something that arises that's out of the ordinary. For example, the other day two children had come from interstate and they've got no funding support they haven't been to doctors as yet and there are definite mental health issues. Kids like this can cause a lot of disruption for everyone – teachers and kids. They are going through the process of working with counsellors to get to go to paediatricians but still have lots of problems in school. So we have used the emergency funding to give them some teacher aide support to get started.

In classroom systems, there was mention of the important role curriculum played in classrooms. The principal believed that the curriculum was just as important as managing behaviour in classrooms. The principal commented that classroom behaviour would be more effective if there was more of a focus on curriculum occurring simultaneously with behaviour:

I believe the classroom would be more effective if there was more than just a focus

on behaviour. I guess my answer there is we need to keep curriculum involved as well so it's not just a behaviour thing. Because the curriculum stuff involves every teacher and every kid so if we have some success there it's meaningful to everyone. Including those kids on the pointy end. That is what the school is about improving educational outcomes as well as behaviour. They go hand in hand.

Overall, the principal was satisfied with supports provided by the APB and the individual programs offered in the school for students with chronic behaviour problems. There was some concern about the lack of STB expertise, but the release of classroom teachers to offer individual programs was considered more useful than a visiting expert. The principal would have liked to see a greater focus on curriculum in classrooms, as this would improve behaviour and learning outcomes.

4.6.5 Summary of all LMGs

Table 4.1 provides the summary of results from high schools and primary schools from the six LMGs across all four systems for current status and improvement priority.

Table 4.1 Summary of all LMGs

Systems	HS						PS					
	Current Status %			Improvement Priority %			Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low	In place	Partial	Not in place	High	Med	Low
SW	45	40	15	38	37	15	57	32	11	22	38	40
NC	36	42	22	36	44	20	53	32	15	25	42	33
C	44	44	12	43	38	19	54	37	9	34	35	31
IS	35	45	20	42	39	19	45	41	14	36	34	30

Results indicated that 85% of high school participants and 89% of primary school participants had selected that schoolwide systems were currently in place. The point of difference between high school participants and primary school was that, overall, 75% of high school participants selected that there was a high to medium priority to improve the schoolwide system as opposed to 60% of primary participants.

Participants who commented attributed problem areas with the schoolwide system on inconsistencies with executive staff in applying consequences, and colleagues being inconsistent with the application of school rules and procedures. Also cited were poor communication channels between executive and classroom teacher staff. Principals

were largely satisfied with the status of schoolwide systems and commented on improvement in the behaviour of students and improved, more consistent positive teaching strategies being employed by classroom teachers.

In non-classroom systems, a similar trend to schoolwide systems was apparent, with 78% of high school participants selecting that non-classroom systems were in place and partially in place, and 81% selecting a high to medium priority for improvement. More primary school participants (85%) selected that non-classroom systems were currently in place and partially in place. Consistent with the schoolwide systems, primary school participants were more satisfied with the non-classroom procedures in their schools, as 33% selected a low improvement priority compared to 20% in the high schools.

Principals during interviews commented that non-classrooms were still an area requiring further improvement; however, there were more positive strategies employed by teachers on playgrounds than previously. This was in contrast to classroom teacher comments on surveys that indicated that, although most of the students were compliant, the few students with chronic behaviour problems were not being removed from playgrounds by executive. Classroom teacher comments indicated that executive staff were inconsistent with consequences for these students.

In classroom systems, 44% of high school participants selected that classroom systems were in place as opposed to 54% of primary school participants. The larger point of difference was in the priorities for improving classroom systems, with 81% of high school participants compared to 69% selecting either a high or medium improvement priority.

Classroom systems were more problematic for classroom teachers. Classroom teachers commented that individual students were disruptive in classrooms and should be removed by executive staff or placed in alternate settings. Comments suggested that those difficult students in classrooms were the responsibility of executive and special education teachers.

Two interesting features in the survey for classroom systems that had contrasting results was C8, *Teaching and curriculum material are matched to student ability*, and C9, *Students experience high rates of academic success*. Most classroom teacher participants selected that C8 was in place and yet students did not experience academic success as participants selected C9 as not in place. Principals were concerned with teachers in classrooms not providing appropriate learning materials

for some students to improve problem behaviour. Teachers were concerned primarily with student behaviour in classrooms in contrast to principals who were concerned with learning adjustments and teaching strategies.

In individual systems similar trends occurred, with high school participants being more concerned about this system than primary school participants. Individual systems were the most concerning for high school participants, as only 35% selected it was in place. Although

primary school participants were slightly higher at 45% for the current status being in place, it still represents more than half the participants selecting either partial or not in place. Similarly, 81% of high school participants had high or medium improvement priorities, as did 70% of primary school participants.

Individual systems attracted the most negative comments from classroom teachers. Comments suggested that executive staff needed to remove students and apply consequences such as suspension or removal from school. Some comments expressed individual staff's high levels of stress with students with chronic problem behaviour in their classrooms. Teachers requested more professional learning on behaviour strategies and more support from special education teachers and executive to support students with severe problem behaviour. Some teachers commented that these students were not the problem of the classroom teacher but were better served somewhere else.

In contrast, principal comments largely expressed concern for students with chronic behaviour and suggested that students needed to be in their local school. Principals remarked that some teachers employed inadequate teaching strategies that exacerbated the problem behaviour, and sometimes responded to these students with inappropriate behavioural strategies. Principals also believed that better teaching and learning would result in better outcomes for both students and teachers in the classroom if applied adequately. Principals hoped to achieve this through continued professional learning and links to specialist staff.

Throughout the survey and principal interviews there were references to community and parent collaboration. Classroom teachers' comments indicated that parents were part of the problem in the case of problem students as they did not apply or support school procedures. In contrast, principals expressed the value of working with parents to improve support programs and looked to ways to improve partnerships. Classroom teachers suggested that there should be parent professional learning programs for behaviour in schools, but they should not be responsible for organising or running them.

The following chapter provides the results of the analysis of 12 school principal interviews and six APBs interviews from the six LMGs.

Chapter 5 – Principal and Assistant Principal Behaviour (APB) Interview Results

This chapter presents the analysis of the interviews conducted with the school principals and Assistant Principals Behaviour (APBs) from the six Local Management Groups (LMGs). One primary principal and one high school principal from each LMG were interviewed individually on site at their school. Five APBs were recorded in their offices at their base school and one APB was interviewed off site.

This chapter is structured using the derived emergent themes as headings, followed by an explanation of the sub-themes and further discussion and analysis using the verbatim transcripts from each of the interviews. All quotes are coded to indicate the respondents' position and the LMG to which each belongs. For example, PS1 indicated the primary school principal, HS1 indicated the high school principal and APB1 indicated the Assistant Principal Behaviour from case study LMG1 (see Chapter Four). This chapter commences with the analysis of the principal interviews, followed by the APB interviews, and concludes with a summary of the results from the principal and APB interviews.

5.1 Principal Interviews – Emergent Themes

Each principal interview was a conversation about the structure of the LMG and the ensuing partnerships with other schools within their LMG. The interviews were largely unstructured. The opening question for the principal was “*tell me about your LMG.*” Further questions were directed at the use of the LMG for managing student behaviour across the LMG and within individual schools. Principals were also asked about their perception of the challenges and strengths of working together as an LMG. There were eight themes that emerged from the analysis of the interviews: communication and collegiality, sense of community; transition, funding/finance, learning and behaviour, planning and documentation, role of behaviour supports, and future directions.

5.1.1 Communication and collegiality

The communication and collegiality theme was defined as the ways in which the high school principals and staff and the principals and staff from the primary schools communicated and collaborated within their LMGs. There were three sub-themes: LMG meetings, the establishment of regular channels of communication across the LMG, and principal

collegiality.

In general, most principals felt that the LMG structure of having regular meetings and discussions between high schools and primary schools was beneficial and welcomed by staff. Both high school and primary principals identified they had a new respect for, and appreciation of, each other's role.

5.1.1.1 LMG meetings

All LMG principals reported that meetings were a place to share ideas, discuss the LMG community, and have relevant and important discussions about common issues within the LMG. Attendance at meetings and the ensuing communication was regarded as a particularly successful part of being involved in an LMG:

... so we are always swapping around ideas and sharing ideas at the meetings it's great! (HS1)

... we share our communities with each other and we have really good talks sometimes they are lively discussions, and we meet off site and ring each other all the time ... (PS1)

Meetings were typically timetabled to occur once or twice each term, and in most cases, the meeting venue alternated between the high school and primary school locations:

We always have the meetings at different schools. It's a very collegiate group, I feel really lucky to be a part of our LMG. (PS1)

On some occasions, meetings were held away from schools at "neutral" venues such as meeting facilities in commercial premises. Principals felt there was a need to hold meetings away from school so that the focus could be on the LMG meeting and to avoid disruptions from school issues such as phone calls and school personnel.

We are getting better at working closer with them [primary schools] and the LMG meetings let us do that ... more than before LMGs ... We meet regularly at one of the primary schools or here or sometimes at an outside venue as no interruptions ... (HS6)

5.1.1.2 Regular channels of communication

As well as meetings, all school principals commented on other forms of communication, including regular phone calls and emails between school principals. More open and frequent channels of communication between primary and high schools appeared to have been adopted or strengthened:

... a very successful part of the LMG model is enabling us to have clear communication. Having regular clear communication between schools. Meetings and many phone calls. (PS3)

... we communicate all the time and we discuss at the LMG meeting. Or we just give each other a ring ... (HS3)

The LMG meetings and open, clear and two-way communication channels also seemed to have broken down barriers that may have existed formerly between primary and high school principals:

Normally I will ring the other primary schools ... but I am ringing the high school more often now ... will ring them or email when I want to know something too ... we [the HS and the PS] agree in principle on that! (PS6)

I think it [the LMG] is very much that we are on a level playing field and I have had some really nice comments from the primary school principals to support this. Which is really important. Because ... in the past they have always deferred to the high school principal, but there is a very different feeling now, that there is a real partnership which I thought was lovely to hear. (HS4)

Regular communication meant that discussions between the primary and high school principals were more focused on supporting each other. The two principals in LMG4 suggested that knowing that you have the support of a fellow principal within the same LMG meant that you did not feel isolated:

It's just that whole thing of knowing you aren't alone ... support ... it's just easier. We are on the phone and email each other all the time just asking questions and working together. (PS4)

I had a meeting with the primary principals yesterday and discussed how we can address academic problems across the LMG. It's easy when you know they are just an email, phone call or a meeting away. (HS4)

5.1.1.1 Principal collegiality

Principals from both primary and high schools observed that regular interaction through an LMG approach was a productive and effective way to feel supported as a leader in a school. Principals commented on the value of having another equal colleague who understood the challenges and positive aspects of their particular community. Also commented upon was the collegiate aspect of the LMG when the principals worked together and school staff worked into the high school from the primary schools and vice versa.

In my opinion the relationship between the high schools and the primary schools is

really the key thing to it [LMG]. (PP6)

Having a really good relationship with the primary school is only going to make our jobs at the high school easier for behaviour. We are getting better at working closer with them and the LMG meetings let us do that ... (HS6)

In LMG1, where there were a large number of schools within the LMG ranging from small three teacher primary schools to large high schools, the high school principal commented on the collegial aspect and respect for all principals within the LMG. The high school principal reinforced the equal status and the understanding of the specific needs of fellow principals as important aspects of a diverse LMG:

We meet as Principals for a whole day with quality speakers and a quality program, and we meet away from the schools for a whole day. So we treat each other with respect and dignity and of equal importance. There may be a high school principal seated next to two primary teaching school principals – we all have equal status. The teaching principals are given every opportunity to get out of their schools and meet with other principals as it is a great challenge being a teaching principal. We have a diverse community and we need to support each other. (HS1)

Both principals in LMG5 were enthusiastic about the collegiality between their schools. Staff from all schools in the LMG were involved in professional development activities, such as behaviour management, literacy and numeracy professional learning, sport and physical education. Both the high school principal and the primary principal mentioned each other as a colleague that would support them if needed at a personal and professional level:

Our primary schools are getting great knowledge from the professional sharing opportunities, which in turn benefit us when their students transition into our high school. It is that collegiate approach that will benefit the students in the long run and the professional sharing will be valued by the community. I have some great colleagues in the primary schools who I know would be there for me professionally as well as personally. (HS5)

I know [HS5 principal] is there for me to pop in anytime I just want to download. Sometimes it's just for a cuppa. It's good to know that I can do that with a colleague. We are all good colleagues across this LMG it's a great bunch! (PS5)

While most principals were enthusiastic about the increased opportunities to collaborate with their LMG colleagues, one high school principal indicated that his school's involvement in LMG meetings was "enforced" rather than embraced:

We had to be involved in the LMG [as we] had a set of guidelines to follow ... (HS2)

In LMG2, neither the high school nor the primary school principal identified any personal or professional benefits of working together within the LMG. The main issue that seemed to be given priority at the required LMG meetings was about the distribution of funds and ensuring that these funds were divided equally.

5.2 Sense of Community

Sense of community referred to schools within an LMG feeling connected because they had common needs and faced common issues and were interested in creating “in principle” or actually developing a common language across the LMG schools through the communication channels established via the LMG structure. This theme recognised the “community-specific” issues being addressed by adopting consistent practices across high schools and their feeder primary schools. Two sub-themes were identified: the schools’ connection with parents and the local community, the unity felt by schools within an LMG, and the utility of common approaches to learning and behaviour.

5.2.1 Connection with parents and the local community

There were a number of comments that referred to using the LMG as a vehicle to the schools’ engagement with the local community:

In the LMG what we have been working on is community engagement. At other schools I have been at there was an emphasis on community involvement and we have been trying to open a pathway for the community to become involved in school governance and I have seen a positive outcome from this. We discuss this at the LMG supporting each other with this topic. We all believe in this LMG. (PS5)

The following comment also reinforced the community of schools as a way to understand the continuum of school education beginning in Kindergarten and across primary through to the local high school:

We put these [banners] out on days like kindergarten orientation so that the parents know they aren’t just coming into a school but a community of schools with all of the primary schools and the high school. We discuss this at LMG all the time. (PS4)

As discussed under the previous theme, the increased collegiality between the primary and high school staff often led to consistency across primary and high schools in approaches to learning and behaviour:

The mixing of our staffs across the schools means that we are more of a team. This is what brings in consistency across the schools from K-12. (HS3)

... both principals [high school and primary school] have really recognised the K to 12 model which is essential in our LMG model. (PS3)

5.2.2 Common approaches to behaviour

In general, both the primary and high school principals noted that having similar rules, values and behavioural expectations in primary and high schools facilitated the transition of students into high school:

I think we probably do have similar rules and values to move into high school. ... I think because we've got a strong LMG model and we work closely as an LMG ... we talk about what we expect and we have very similar expectations so when the children go to high school ... we are all expecting the same things there's no surprises when they get there. (PS3)

... we discuss the wellbeing aspects of each of the schools in the LMG. Because the teachers are out and about in primary schools and the kids from primary are often here we are all aware of each other's rules. The values are the same or similar anyway. (HS3)

The use of a common language around behaviour was a factor mentioned by a number of principals interviewed. Some were actively using common behaviour language such as similar five rules while others were using the same framework such as Positive Behaviour for Learning (PBL) with similar approaches. The following comments describe the use of common language about behaviour being reinforced during LMG meetings:

Why does it [the LMG] work so well here? Because it is that common language. (HS1)

You are talking to people about education – about teaching kids these strategies [behaviour] – and it is so simple – having this common language and the links I have with the high school principal. Everyone in the LMG talking the same common language especially about behaviour. (PS1)

All of the principals acknowledged that establishing a common language across the schools would have benefits; however, the process was not always easily achieved:

We've talked for a couple of years about trying to have common language and common approach to behavioural things. That's harder to do than it sounds. We agree in principle at LMGs on the common approach. (PS6)

One LMG (LMG2) commented on the philosophy of a common approach between the LMGs but had not considered it as part of the LMG structure and it had not occurred during LMG meetings or during conversations:

Common behaviour approaches across the schools is something we haven't even had a conversation about – I think we could. So there are areas we could yet develop in the LMG. (PS2)

An example of an assumed LMG understanding, and the use of specific terms across the LMGs, is illustrated below in comments from PS3. The example also suggests that not all use of common language is formally and explicitly tabled at LMG meetings, but can be understood by participants:

I'm not sure but I presume the High School is on board with this but we try to avoid using [the term welfare], just because of the negative connotations. So we tend to use wellbeing as a positive approach rather than a welfare negative sort of approach. Not in the minutes but we all know! (PS3)

In summary of the “sense of community” theme, LMGs had either discussed the use of a common language for behaviour between primary and high schools at LMG meetings, or had put into practice common language and values. All LMGs believed in the principle of using a common behavioural approach as being beneficial but had not necessarily formally put it into practice. There was an understanding within five out of six of the LMGs that both the primary school and the high school were part of a local community and encouraged their parents to consider schooling as a Kindergarten through to Year 12 continuum.

5.3 Transition

This theme was defined as students moving from primary school through to high school, movement of staff between high school and primary school and new principals moving into LMGs. There were three sub-themes identified within this theme: LMG discussion of transition, early transition programs, and professional development opportunities in transition.

5.3.1 LMG discussion of transition

All LMGs discussed the formal orientation program that occurs for Year 6 students to Year 7. The orientation program typically occurred toward the end of the year over 1 or 2 days at the high school. All Year 6 students from the feeder primary schools attend. More targeted and specific orientation issues for individual students with behaviour problems were also discussed at LMG meetings. All principals commented on the Transition for Vulnerable Students program as a regular program conducted by their schools with the assistance of Year 6 and Year 7 teachers and support staff such as the APBs and Support Teacher Learning (STL):

We do have many discussions about the orientation program for kids. Usually in early December. We don't discuss the details but we all know about the dates and who is organising what. Feedback is important. (HS4)

The following example illustrates that one LMG did not specifically discuss transition at LMG meetings, although it was acknowledged that there was awareness by all involved of the process:

We do have a transition program for vulnerable students which are mainly done by the APB and the STBs. Of course the Year Six teachers are there too with the Year Seven Year Advisors. They go up to the high school for quite a few weeks at the end of Year Six. We don't really discuss that at LMG but we all do that program and know about it. (PS2)

5.3.2 Early transition programs

Five out of the six LMGs commented on the use of early transition programs as highly beneficial for students, teachers and parents. Most of the LMGs began transition to high school through various programs from parent information nights for Year 5 students to specific programs ranging from sporting clinics and musical performances, to gifted and talented experiences. There was movement with high school students and teachers going to primary schools and students and teachers from primary to high school. Principals in five of the LMGs espoused the positive effects of these programs prior to students transitioning to high school such as being an effective way to increase stronger behavioural outcomes for all students. The common approach to transition was a reported factor that strengthened the LMG:

The transition program is quite strong. We start our transition in Year 5, very early in Year 5. I think a strong transition program is really important but we have a group of like-minded principals and that is because we work so closely together on transition. (PS3)

5.3.3 Professional development opportunities in transition

Comments from school principals referred to the many transition points between schools of students, staff and colleague principals within the LMG. The strength mentioned throughout the LMG interviews was a focus on the collegiate support between schools and the sharing of resources and personnel when needed. Essentially, principals believed that the LMG had to value, agree and acknowledge the Kindergarten to Year 12 continuum in relation to

transition:

So the idea was that there was a seamless transition from Pre-school to Year 12 in terms of expectations for student behaviour – and that was the way it was sold to the LMG. Irrespective of which school, which primary school and which high school the student attended there would have a seamless transition. So each school would have three or four key expectations, universal expectations and they would be taught, and the expectations would be those with consequences and so forth. The LMG was a good place to get this going. (PS1)

Not all principals communicated that the LMG was important for smooth transition processes, or a place for discussion about that, as illustrated in the following comment by HS2:

I am not directly involved with transition from Year 6 to Year 7. Anything kids can grab a hold of when they come to a place like this is positive. ... Holistically I would like the kids to see that the values that were important in primary school are just as important here – and that they understand the language. But the kids seem to adapt OK. We don't really look at this at LMG meetings, it is mainly between the behaviour teachers and teachers. (HS2)

However, PS2 did suggest that the discussion of transition issues could be beneficial to the primary and high school if discussed at LMG2 meetings:

Our feeder high school is a fairly large school. In regards to behaviour and welfare issues in a consistent way ...? I imagine that this would be beneficial for the high school. We could discuss that at a LMG meeting but not yet. (PS2)

LMGs were involved in providing professional development utilising expertise within teaching staff from the LMG. The following comment examples the use of professional development and support of teachers to provide better transition points for vulnerable students:

[Our LMG] is really built upon middle year's transition. For us it's more the Years Five to Eight if not Years Three/Four to Eight. From a high school perspective it's about how to prepare ourselves and these students as best we can for them coming into our setting, and also the communications and sharing of resources to aid in providing a smooth transition for the students. It's about finding that win-win situation for everyone, "what can I do for you and what can you do for us?" We use our teachers as experts. So we are generating a lot of activities for our feeder primary schools and our partner schools and that's really been building since we've had one of my teachers driving the programs with the community of schools and transition. Our LMG supports that! Through this we've had a lot more structured activities with a goal of

having it as embedded practice within the LMG, so that from Years Four to Six and even Year Three students are participating in these activities. (HS5)

In summary, all LMG principals commented on the specific program Transition for Vulnerable Students as a support for students with behaviour problems and this was discussed in LMG meetings. Most of the principals discussed orientation and transition programs during LMG meetings and were aware of the facts, but mainly left detailed organisation to specific staff. With the exception of LMG2, principals discussed transition from primary school to high school programs of intervention in LMG meetings. Most of the principals suggested that the discussion of transition principles and activities had better outcomes if discussed in LMG meetings and a common approach adopted.

5.4 Funding/Finance

In this theme, comments from LMG principals that refer to specific funding in LMG meetings by principals are discussed. There were three sub-themes identified within the funding and finance theme: LMG-specific funds, grants and submission funds, and specific targeted funding.

5.4.1 LMG-specific funds

All LMGs were given seeding funds from NSWDEC to establish, organise and develop an LMG. Five out of the six LMGs used these on specific programs developed from LMG discussions. In all of the LMGs the principals agreed on the use of the funds allocated to the LMG and how these were to be dispersed. Five out of six of the LMGs also gave some part of other funding that was allocated to individual schools to the LMG pool of funds to be used on LMG projects. This is illustrated by the following comment from both principals from LMG1:

I was very vocal about that [pooling money received for other programs]. I wanted to pool into the common good so we pooled some of our National Partnership money into the LMG. (PS1)

We are a very disadvantaged community so we have National Partnership funds. It was made very clear to Principals they need to commit and divert funds to support programs in the LMG such as PBL. The years since then, we have done that, [as] it is one of those programs that needs to be supported. Each year we put in 6% of our National Partnership money into the LMG to finance initiatives for all the schools. (HS1)

However, one LMG (LMG2) divided the money received from NSWDEC according to student numbers, and it was then spent according to the preferences of individual schools. The

formula was decided within the LMG meeting. The following comments explain how funds allocated to the LMG are disseminated amongst the LMG2 schools:

We assume there is a fair ratio of problem behaviours per school so we divide it amongst the schools. It is difficult to say that one school has seven more behavioural problems than others. That is why we divide up the funding. It was \$11,000 between the schools in the LMG. (HS2)

My understanding [is that], we get funds and the LMG distribute that based on the number of students enrolled in this school and we are allocated those funds each year and then we [the primary school] determine how that is spent. (PS2)

5.4.2 Grants and submission funds

Further to the use of National Partnership money mentioned above in sub-theme 5.4.1, other grants and submissions were applied for by LMGs or individual schools and used for LMG schools. There were a number of grants and individual school submissions that were allocated to LMGs by individual schools, such as in the above sub-theme. Five out of the six LMGs discussed differing programs and grants used to encourage primary and high schools working together on common projects. The

allocation and use of the grants was discussed in LMG meetings and used for joint projects. The following comment from LMG5 highlights the use of grants and the willingness of staff to consider LMG priorities:

... we have been lucky that one of our staff has been able to put together proposals for grants and funds and our head teacher was able to put together five thousand dollars for us to be able to look into Mind Matters and other programs that we discuss in LMG meetings like that. Money does help but it doesn't drive us. With our staff member seeking out sponsorship and grants etc. money hasn't been an issue with our LMG ... we share if we can on our joint priorities. (HS5)

An interesting comment by the high school principal from LMG2 was about the purpose of the LMG for distributing funds and the problematic issue of time out of school to decide on an LMG basis. However, this was the only LMG that did not share resources allocated to LMGs.

The concept of the LMG is you get all the money and decide as a group how it can be targeted and funnel it that way. If we got a big pool of money that was substantial it would be a good use of our time to do that. We sometimes do do that I just don't feel that we are dealing with enough funds to warrant two hours and seven principals away from schools for a small amount. We haven't had many grants. (HS2)

5.4.3 Specific targeted funding

Five out of the six schools were involved with introducing PBL to the LMG schools. Not all schools within an LMG were at the same implementation level. However, those schools that were involved had been allocated PBL support through regional personnel and teacher release funding to attend professional development activities or to train as a PBL coach. However, although targeted funding was usually allocated towards a specific project within an individual school, often this type of funding was shared:

We had an \$8,000 grant through the Premier Sporting Challenge but we used some of it for everyone in the LMG as you can't not – we're a team! (PS5)

At the moment we are in a time of change with the LMG and because we have that money in that common bucket from National Partnerships, we're able to have meetings during the day and pay for release for the teaching principals and support that because they were still going at seven o'clock at night. But it's also people being able to facilitate things and being able to provide things that other schools can't and taking away that competitive feel about public education and being inclusive and representing the same thing. (PS1)

In summary, five out of the six LMGs used targeted funding, or own individual school funding, to benefit joint programs developed during LMG discussions. Those schools within the LMG that received more funding than other schools believed that it should be shared with all as the LMG was considered a team, and supporting those schools was an LMG priority. One of the LMGs equally divided all targeted LMG funds but agreed in principle that a team approach may have positive benefits and worthy of future discussion.

5.5 Learning and Behaviour

This theme is about information given on the relationship between learning and behaviour across the LMGs and in the target schools. There were three sub-themes identified within this theme: improving academic engagement, teacher movement across LMGs and K-12 focus on learning.

5.5.1 Improving academic engagement

All the LMG principals interviewed reported a focus on improving engagement with learning in classrooms as an important way to improve the behaviour of students or vice versa. All of the principals commented that improving the quality and differentiation of learning for all students would result in better behaviour with better learning outcomes. Principals in five of the LMGs commented that engagement in classrooms was a main priority for their LMGs and was discussed regularly and plans developed. The following comment illustrates the

philosophy of engaged learning within LMGs:

One of the concepts that we have discussed and want to build on is the idea of “school work.” One of the ways to get out of poverty and to improve behaviour is through education and building on skills in order to get a job and it is one of those philosophies that we can really build on as an LMG in terms of starting as early as we can. If we want to engage these kids, we have to engage them in their areas or interest and passions. And the success stories of students that were disengaged and who now are engaged are powerful.

think there is a high percentage in this school, around those real disengaged students and then trying to get them back. This is why that whole LMG approach is so important to try and make sure that disengagement with high school doesn't start in primary school. (HS5)

Although one LMG (LMG2) did not comment specifically on learning and teaching across the LMG, each of the principals referred often to improved behaviour and learning as a focus within their schools. The following example from PS2 illustrates the belief of learning and behaviour within the school:

... I would say it is more productive if you have good learning and behaviour of course. In this way you can establish with students that when they are acting inappropriately that they have had the lessons and know the rules and know what's expected of them in school settings. So good behaviour means that they can learn better. Stops teachers throwing up their hands as much. (PS2)

5.5.2 Teacher movement across LMG

This sub-theme is about teachers moving between high schools and primary schools to develop learning programs, provide professional development to colleague teachers and improve learning and behavioural outcomes within the schools. Five out of the six LMGs regularly took the opportunity to discuss and organise various programs that had high school teachers teaching specific subjects to primary school colleagues and primary school teachers working with high school colleagues in programs such as literacy. There were many examples given by principals that also included joint professional development days between all schools within the LMGs focusing on learning and behaviour outcomes using staff from their own schools to provide professional learning sessions to other staff. Following are three examples of teachers working together using their expertise from both high school and primary schools:

We did have a community of schools [LMG] KLA Australian Curriculum sessions. HSIE had half a day; we had HSIE representatives from each of the primary schools and our HSIE head teacher sitting down and mapping the Australian Curriculum and

looking what the continuum is and the implementation of it, and that was really powerful. Everyone loved that opportunity to share that knowledge and have those conversations. Everyone has something to offer. (HS5)

... as the high school has become more involved in what goes on in the primary schools, high school teachers meeting with our teachers, they have come to see the higher levels of learning, especially in year 6 that is going on. ... We are trying to get away from the idea that it's the year 6 teachers being lazy and not teaching the kids properly. (HS4)

We had a writing project and that worked really well because it involved people from the high school, it involved reps from each of the primary schools and there were teachers who were classroom teachers, who were meeting and making that project work. (PS6)

5.5.3 K–12 focus on learning

This sub-theme is about the LMG principals focusing on the concept of K–12 learning within the LMG. A number of interviewed LMG principals commented on the philosophical belief in their LMGs that learning from Kindergarten to Year 12 was an aim, and schools continued to work towards this outcome to improve learning outcomes, enhance teacher professionalism and therefore improve behaviour. Two of the LMGs worked towards further improving middle school literacy and numeracy results, while another LMG attributed improved learning outcomes to a K–12 focus on using the same PBL framework for behaviour. The following two examples highlight one LMG's belief in PBL as a response to improved learning and the other the focus on middle school learning:

There are some big private schools moving in, and public schools for the first time have to compete more publicly with private education and we have more conversations about that now. We are all involved, Kindy through to Year 12. So there is a more united feel about the values of public education, there are good things in learning and you can't talk about those without talking about PBL (the behaviour), so, that's a lovely marriage. (PS1)

... We've had a lot more structured activities focusing on learning with a goal of having it as embedded practice within the LMG. We want to go further so it is really a K to 12 thing but at present it is middle school. (HS5)

In summary, most of the LMGs were either implementing, or in discussion about, combining learning and behaviour as a priority within the LMG. The term student engagement encapsulated both learning and behaviour and LMGs were at various levels of practice. Some of the LMGs were using staff expertise in specific subjects to provide professional

development to other staff, and there was movement of staff

between high schools and primary schools as an LMG targeted priority. Professional development was discussed in LMG meetings and included on each individual school's professional learning calendar. Many of the development opportunities were in Stage (grade level) collaboration or transition from Year 6 to high school. Many of the LMGs cooperated in whole-staff development days where all schools participated in the same professional development. All principals believed that the collaboration between primary and high schools, either in practice or in discussion, was a better way to improve student engagement and therefore improve behaviour and learning.

5.6 Planning and Documentation

This theme is about how the LMG planned to achieve actions and outcomes and what form of documentation was used or developed. This theme also discusses the effectiveness of the meeting structure and future directions in documentation and policy development. There were three sub-themes identified within this theme: meeting structure, use of documentation, and effectiveness of meetings.

5.6.1 Meeting structure

This sub-theme discusses how the LMG meetings were conducted and the roles taken or divided amongst the school principals. All of the interviewed LMG principals commented on formally taking minutes that were distributed amongst the LMG participants via email. Some LMGs commented on having a chairperson who presided over the meeting with a secretary and treasurer position, while others mentioned that executive meeting roles were rotated. All LMG principals communicated that monies allocated to the LMG were stored in one of the LMG schools accounts and regular reports were given at LMG meetings. The following comment illustrates the structure of meetings at LMG6, which was consistent across all the LMGs:

We have regular LMG meetings. I am the secretary and the high school principal the chairman. The treasurer is ... [name of school] as they have the LMG funds in their school account. That's normal practice [that] the money is in a school account, but they report on it every meeting. So I write up the minutes and send around by email to everyone else and they add to the agenda if they want. (PS6)

5.6.2 Use of documentation

This sub-theme reports on what forms of documentation were used within the LMG and for what purpose. Documentation varied amongst the LMGs to record minutes, develop LMG

policies, or to develop accountability for the use of funds allocated to the LMG. LMG documentation was also used for reporting on joint professional development activities and requesting LMG programs that were between schools. Accountability for the use of funds and behaviour personnel was used by a number of LMG principals. An example from PS3 illustrates why accountability was necessary for a number of reasons:

Now accountability is an important thing to consider in the LMG. We haven't been asked to be accountable but we think we should be anyway. So we have a form where requests for the STB or the RSSSP funds is filled out, only a simple one, and we record it in the minutes. Once the support or the money has been used we still get the report. We need to be accountable so that's what we do. (PS3)

Documentation was considered important for developing a consistent LMG policy so that any new principals would be aware of what occurs within LMG5. The comment below from HS5 illustrates the desire to ensure that documentation informs future LMG principals:

One of the things that we really need to get better at is documenting it. When our new school plans come into play I think that will help us have more documentation that will form our community of schools [LMG]. We've got one but it needs updating and it does fall behind because we are busy in our schools. Also, the paperwork and the documentation around our community of schools [LMG] and the documentation of our mid years programs and what we are doing. It's there, but it's about getting it into one document and making sure it is there to be used as a driving force if we were all to leave. (HS5)

5.6.3 Effectiveness of meetings

This sub-theme is about the effectiveness of the meeting structure. Many of the principals during interview commented on how effective the structures of their meeting formats were. These included good communication between schools, fair and equal participants being well informed through emails of minutes and requests for agenda items. All LMGs had effective meetings that communicated through formal meeting formats. However, both the LMG1 principals reflected upon some of the issues of formal structure to their LMG meetings that proved to be problematic, and therefore less effective. Below is the explanation of the problem perceived by the primary school principal from LMG1 after an internal review was conducted:

The internal review of the decision making process, demonstrated that there were some people in the LMG who thought the decision making process wasn't transparent enough and the executive of the meetings were deemed to have too much power. We are just facilitators, such as setting the agenda and the time and the place, we don't really have an executive role. I suggested a change of name around

that, after listening to those people. Does it need to be called an executive and can we not rotate those roles because the responsibility of those roles is quite small? We haven't had one this year, it will be interesting to see what comes along. (PS1)

In summary, all LMGs had formal meeting structures that conducted business with a chairperson, minute taker and a treasurer. The principal who had the LMG money in their account reported to the LMG regularly. All the LMGs used email to distribute the minutes of meetings and to request new agenda items. All the LMGs reported that the meeting structures were effective and a fair and equal way to conduct LMG business. Most of the LMGs believed in accountability of the use of LMG funds and personnel and had developed documentation to report on processes used. One LMG had conducted an internal review and made changes to their meeting structure to improve processes. One LMG commented on using documentation to preserve the current practices to inform future principals of the aims and direction of the LMG.

5.7 Role of Behaviour Supports

This theme is about kinds of behaviour supports used within the LMG. These have been divided into three sub-themes: use of support staff, such as Support Teacher Behaviour (STB), APBs, and district personnel; professional development of all staff; and individual personnel issues of behaviour support staff within the LMG.

5.7.1 Support staff used

All LMGs interviewed commented on the presence of APBs at regular meetings. The role of the APB, according to all LMG principals, was to report on the current STB caseload and to accept and discuss applications of new students for STB intervention. The APB would also report on current policies and systems required for accessing behaviour support and any changes in policy or documentation from regional office. All LMGs used the STB on individual cases within their own schools for students with problematic behaviour who could no longer be accommodated by school approaches such as classroom and schoolwide strategies. The following example illustrates how the support of the STB is allocated from the LMG referral system:

The support teacher behaviour is available on a referral basis, [and] we fill in an application through the behaviour support staff; they go into the LMG once a term. The APB will then allocate us staff time. The APB has a team of STBs who work in our area. Our LMG, [is in] a very localised area and we have behaviour support teachers who work this whole area ... once they are off those caseloads, they look at new referrals that have come on board. It varies, you have no set time allocations,

you just put in your applications and then the APB obviously prioritises them. (PS2)

However, one LMG (LMG3) used the STB position on a regular timetabled allocation. For example, the STB was allocated to one primary school within the LMG for 2 days per week and in another school 2 or 3 days a week. Each school in the LMG was allocated a set STB time. This enabled less wait time within the schools. However, problematic students were discussed at LMG meetings and extra or less STB time allocated to the schools based on need. The principal from PS3 explains the system:

So part of our LMG model is that we have access to an STB [in our case] once or twice a week. The beauty of the LMG model is that if I'm having a child or a group of children with a core issue I could ring one of my local schools, or say at the LMG meeting, "... look do you mind if I have the STB for a longer period this term because I've got this going down." (PS3)

Further to referral of STBs through the LMG, principals noted on how the STB was used in schools for behaviour support. All the principals informed that the STB worked with individual students through assessment of behaviour and devising a behaviour plan that was either administered by the STB or by the class teacher. A report was generated that involved goals, interventions and evaluation procedures that was filed in school records. STBs were used specifically for behaviour support and were applied for when school behavioural strategies were no longer effective. The following example illustrates the use of STB on individual programs for students with problem behaviour:

We have a STB based here so sometimes we don't get their help at all as we still go through the referral system. I know that the STB covers all the schools within the LMG so it's a district position. Our STB does a functional behavioural assessment, [and] provides an intervention with a report. Mostly it is trying to provide some one-on-one with the student and often on the learning support team. Good reports come from our STB – obviously knows their stuff! Works on the pointy enders. The difficult kids. (HS5)

5.7.2 Professional development of all staff

LMGs reported that they were active in providing professional development through a variety of ways. Sometimes schools would meet together and either the APB or school staff would introduce or deliver behavioural workshops such as Non-Violent Crisis Intervention training.

Often the LMG joint professional development days were financed by combined funds in an LMG account or using allocated STBs, APBs and sometimes regional executive staff. Some of the LMGs provided professional development on an LMG priority such as PBL training by APBs or staff executive that were trained as PBL coaches. The example below illustrates the use of a staff member to provide professional training to all staff within the LMG:

We have three coaches, our coaches tend to be AP's from our neighbouring primary schools. Our coaches have not been STB's and not the APB either although she is trained in PBL. We use our own because yes, they have got school experience, and STBs are a really scarce resource, and the more coaching they do with PBL, the less access they have to schools. So we prefer our own PBL coaches. (HS1)

However, although the APB was available for professional development, some LMGs did not use them for whole-school development but rather for specific purposes that may have arisen in their school. Having a STB or the APB based at any of the schools was seen as an advantage in providing professional development to staff. The example given below was the use of an APB in the APB's base school and the advantage of having one on site:

The APB's most useful part of their role for us has been availability in the training of our staff. We are trying to line the APB up for one of our last school development days, again on differentiation and responsibility and reasonable adjustment. We still have a lot of staff who struggle to come to terms with that's their job, and the APB's been good from that perspective. The APB is on site here, so they know him/her, I think that availability and they're able to ask questions about things. They also have staff respect so when he/she presents these sessions they understand it. (HS4)

5.7.3 Individual personnel issues

All the LMG principals commented on individual STBs' and APBs' effectiveness and also regional support personnel. All the LMG principals commented on the provision of individual programs for problem behaviours and the level of communication with school executive. However, a common sub-theme was the comment related to the effectiveness of programs that was reflected in the specific personal qualities of the person employed. Comments were mixed between exceptional STB abilities, expertise, and willingness to support both the staff and the students, to ineffective programs involving some STB staff and regional support personnel. The following two comments are from two different LMGs that provide an example of effective personnel support (PS3) and ineffective support (PS1):

So the STB comes, we will have conversations about what we want. We will identify the children that require STB support and it's as simple as that. The STB is great! The STB is very easy to work with and use, and a very effective model for us. We share the STB through the LMG process. (PS3) It's the individual behaviour person not the system. Lack of faith in some of the [behaviour support] personnel by all of us meant it was easier for us as an LMG executive to take some of that time away and devote it to PBL. People were already angry at the way behaviour support was being managed. PBL worked in our favour and. ... it is behaviour support. ... and that just

happened naturally; it wasn't planned when we started looking; [knowledge of PBL] hasn't come through the behaviour team very strongly. ... where it could have. (PS1)

In summary, all the LMGs have a referral system that applied for STB support, and which was administered through the APB. All the LMGs mentioned that personal qualities of the personnel employed to administer behaviour support was most important and not necessarily guaranteed. The APB attended LMG meetings regularly to discuss STB caseloads or communicated progress of STB workload and reports on students. One LMG accessed the STB's time on a regular timetable in all schools but was able to change access if the need arose. All the STBs were utilised to work with individual students with problem behaviour that required an assessment, intervention, and review via a formal report that was filed in school records. STBs were generally only applied for if school behaviour systems had been exhausted. The use of personnel was largely directed by LMG priorities in five of the LMGs. One LMG continued to work with the APB, STBs, and regional personnel on a school (not LMG) basis.

5.8 Future Directions

The final theme from LMG principal interviews emerged from what the principals saw as future outcomes of the LMG model and the future for behaviour support. Plans for the future often focused on the inclusion of PBL as a major format for behaviour support. One LMG had been involved in PBL for 3 years, while the others had begun with initial 2-day regional training with the assistance of the regional PBL coordinator. Only one LMG (LMG4) had no intentions of being involved in establishing PBL in their schools.

One LMG had implemented PBL, but did not approach it as an LMG future priority. However, four of the LMGs seemed enthusiastic about the inclusion of PBL as an LMG strategy, and were committed to its implementation as a solution to developing a consistent approach to improving learning and behaviour. The following example illustrates the future inclusion of PBL and the eagerness to begin the formal process:

We haven't launched PBL yet, we've been working on it this year, I can't wait for it to launch, I just know we've got to get it right to launch. Consistency in everybody is what it comes down to, I just want to make sure that when we do it, we do it right. We will launch at the beginning of next year and hopefully everything will be in place. All of us in the LMG will be on PBL. On the same page so to speak. (HS5)

Many of the LMGs reflected on the changing policies that were being introduced by the NSWDEC. All the LMG principals commented on the future policy change from the district STB system of behaviour support to the presence of a Learning and Support Teacher (LAST) in each school. The main topic that was repeated by most of the principals was the need for access to immediate behaviour support for those students with very difficult problem behaviour without the use of tedious paperwork.

The future LAST position will be OK I think. To be able to just walk down the corridor and have the expertise on your own doorstep has got to be better than going through all the paperwork. Not sure how this will go down though. Some of them may only be learning difficulties people. But I guess there will be teething problems. (HS6)

One interesting comment about the many iterations of behaviour support from the NSWDEC is perhaps reflected in the comment from HS1. The comment came from the question about what sort of resources, personnel or support he or she may wish from the NSWDEC in the future. The comment below illustrates the concern about the changing systems of support:

What the Department needs to do in make up their mind. If they are going to promote an initiative there is no point in allowing schools to be autonomous when they are not autonomous in other areas. They need to push something, endorse something and finance something for a significant amount of time. We shouldn't be wasting time with half goals. (HS1)

The six LMGs reflected that more funding and money was not necessarily the key to future success of the LMG approach to behaviour support. Most comments were about the commitment and consistency of principals and their leadership to drive successful programs. Principals acknowledged that extra funds were useful for release of staff from teaching to implement or concentrate on improving learning and behaviour programs within the LMG. The following reflects most of the LMGs' principals' comments that more money was not the answer, but the continuation of the LMG as a collegiate support for principals:

When I go to the big regional meeting I won't go and sit next to a personal friend, I will always want to go and sit with one of my LMG colleagues because there is always something to talk about. [It's] usually how is the term going and just the feedback. [It's] the very small things like, yeah I have had a few suspensions lately, there's a few behaviour issues and yeah, me too and those sorts of dialogues and what's the issues then and I guess it's the conversations and the ability to never hesitate to pick up the phone and to talk to one of the collegiate LMG principals, so I can't speak highly enough of the LMG. It needs to continue but it is mainly us principals that have to keep it going not the money. (PS4)

Further comments were about LMGs being allowed to make the decisions for their area, including adequate behaviour support, as illustrated by the principal from HS2:

If the LMG [principals] had more autonomy in staffing your school then you get the people that are suited to your structure – I want people who are committed – that would be the number one thing. I would like to see a LMG have the autonomy to do what is best for that LMG. (HS2)

A number of principals suggested that there be more support for those students with

extreme problem behaviour in specialised behaviour schools or classes:

If it was an ideal world, yeah look probably placement of, additional placements for intensive support, the behaviour support. Yes, it's difficult to access the behaviour schools. You know there's always a waiting list and the model is that they are there for a short period of time and then they are back into the school. So whether there's been a significant change or not, and there's usually a significant change, but whether it's been a long lasting change or not they're back. Sometimes their behaviours are better, but sometimes you are still left to face those behaviours and that can be a bit of a challenge. (PS3)

Don't get me started on the ways that the department accesses the ED [Emotional Disturbance] classes. That really needs to change for kids and the schools. (PS1)

In summary, principal perceptions of future directions for LMGs were largely focused on commitment by principals for the LMG process to continue. The commitment focused on being a colleague, with closer dialogue between schools. A common and consistent approach across the LMG in behaviour and learning was a major discussion point. Many of the LMGs had chosen PBL as an LMG-committed approach to student engagement, and were actively involved in ensuring it was across the LMG. All the LMG principals would like to be autonomous and make local decisions about behaviour and learning according to school and community needs and priorities.

5.9 Summary of Principal Interviews

In summary, transition programs were used in all LMGs. All LMG high schools provided one or two orientation days for Year 6 students at the end of the school year at the high school that focused on meeting peers from other primary schools and to familiarise primary students with high school rules and procedures. In addition, all LMG schools were also involved with the Transition for Vulnerable Students program that used the APB, STB and the high school Year 7 year advisor to conduct a transition program over a number of weeks for the few students with problem behaviour. Programs focused on peer support, familiarisation with high school expectations and introduction to support programs and personnel at the high school.

Further transition programs were offered by five out of six LMGs that focused on providing orientation programs for students and parents from Year 4 to reduce anxiety and concern about high school and increase links between primary school and high school and enhance the community of schools concept. In many of the LMGs' students moved between high school and primary school for specific programs, such as sport and academic opportunities.

Further transition of classroom teachers between LMG schools offering expertise in academic programs also occurred. Transition between primary and high school staff was discussed in five out of the six LMGs. Five out of six LMGs planned transition of teachers between high school and primary schools as a good way to increase the belief that the LMG was a community and a Kindergarten to Year 12 continuum of learning. Although the transition was largely about sharing of academic expertise, the LMGs saw the opportunity to increase collegiality between staff, increase the opportunity to develop a common language, such as similar rules, or a common approach, such as PBL.

Five out of the six LMGs believed that a common approach discussed at LMGs was better addressed if an LMG if used their own staff members to deliver professional learning or support, such as a PBL coach from their own staff.

Five out of the six LMGs believed that extra funding and resources were not the key to the best programs. Rather, principals supported the idea of embedding programs within the LMG schools. To effectively embed the programs there needed to be a commitment and consistent approach by the principals to drive programs in their schools and across LMGs.

Active professional learning opportunities were considered more effective across schools if there was an LMG focus. The LMG focus was mainly on learning and academic engagement, but principals agreed this approach had behavioural benefits. The LMG priority as reported by principals should be on improving academic engagement in classrooms by upskilling teachers using own personnel and having common objectives through effective transition programs that gave knowledge of community needs of all students across a local area.

The collegiality of principals from five out of the six LMGs was important for personal and professional growth and support. Collegiality and support led to better LMG priorities and ultimately good documentation and accountability. Commonly, this was achieved through regular meetings, email and phone contact, equal partnership at LMG meetings, collegiate support throughout challenging times and equitable distribution of resources.

The implementation of PBL was a focus for five out of the six LMGs. Four of those LMGs had committed to implement PBL as an LMG focus. One LMG (LMG2) had implemented PBL as an individual school focus only. One LMG (LMG4) had not implemented the PBL framework but had devised their own community of schools that also considered a common approach to behaviour from Kindergarten to Year 12.

5.10 Assistant Principal Behaviour (APB) Interview Results

An APB assigned to each LMG was interviewed, recorded and a transcript generated with the initial question of *“how are you involved with your LMG?”* Further questions were directed

at their supervisory role of Support Teachers Behaviour (STBs) and the challenges and strengths of working within an LMG.

During the course of this research, some APBs were allocated a number of LMGs. The allocation of LMGs to APBs was based upon student numbers and geographical location. The number of LMGs assigned to each APB varied. APB5 and APB3 had 11 LMGs, APB4 had five LMGs, APB2 had two LMGs, and APB1 and APB6 had only one LMG.

The prime APB role was to support and supervise STBs, who were assigned to an LMG based on applications from schools within their LMG. The STB position was considered itinerant, and STBs attended a number of schools according to their allocated caseload. The STB was based at a school within the allocated LMG for administrative purposes. The APB allocated students to the case load of STBs with a maximum of 12 students at any one time. The APB was responsible for professional learning and support of STBs through regular meetings and review of students allocated to case loads. The APB was also responsible for endorsing travel and timetable documents for STBs on a regular basis.

This section of interview analysis is about the perceptions of the APBs in relation to working within the LMG and their specific role in that structure. Six APBs were interviewed and recorded. Following the interview, a verbatim transcript was completed and coded according to corresponding themes from the principal interview analysis. These included communication, use of personnel, engagement and behaviour.

5.10.1 APB interview themes

5.10.1.1 Communication

According to the APBs interviewed, a primary form of communication with schools appeared to be through the LMG meetings, and this was complemented by a range of mediums for ongoing contact. The communication theme had three sub-themes: LMG meetings, documentation at LMGs, and regular channels of communication

5.10.1.1.1 LMG meetings and APBs

At the LMG meetings, school staff discussed applications made to the STB case load. All the APBs believed that the LMG was an appropriate system to allow for good communication between schools and the behaviour priorities. The following comment outlines LMG3's process for meetings:

The LMG meets twice a term. I usually try to get along to at least one of their meetings. All the principals usually attend that. Each LMG works differently but they usually have full attendance of principals but at this LMG they invite the disability

consultant and usually the school education director. So it can be fairly productive because you've got all the stakeholders in the room. (APB3)

The APBs were expected to attend at least two LMG meetings each term. APB1 and APB6 attended one meeting per term, while the other APBs attended only two meetings per year. APB5 explained that with the high number of LMGs allocated to their case load, it was often difficult to attend the expected number of LMG meetings:

I have 11 LMGs and the expectation is that I would attend at least one LMG per term. That is impossible with this many LMGs. I do the best I can and try to attend at least two per year. Sometimes I'm not sure I've gone to a LMG meeting or not – I've got 11 LMGs! But I use the phone a lot. (APB5)

5.10.1.1.2 Documentation at LMGs

Each LMG had their own system of application for inclusion on the STB caseload. Many of the APBs encouraged the LMGs to continue to use paperwork for behaviour support, which mostly included a school counsellor report and parent permission. Five of the APBs commented about maintaining accountability for behaviour intervention support. Some APBs were concerned about the accountability of caseload allocation to STBs and advocated for a report system that outlined goals and time allocation to working with students with behaviour problems. The following example from APB3 outlined the concern expressed at LMG meetings and how accountability was encouraged:

My big thing is if it's not on paper it hasn't happened. So if there's no referral, how do we know? If I get a phone call from say the department legal team next week to say that there's a case that's gone to court and they're going to subpoena records as this child's suing the department, what have we got to say if we have no referral for this child? So I really do push the accountability thing. (APB3)

5.10.1.1.3 Regular channels of communication

All of the APBs communicated regularly to LMGs via separate emails and phone calls to individual principals within the LMG. The content of communication was reported sometimes at LMG meetings if requested, but mostly the communication was about individual students on the STB caseload. APB3 explains in the comment below:

Because I can't get to as many LMG meetings as I want to I often just phone a principal about the caseload of the STB, of course I use email too. If it is important to the LMG I will report it at meetings, but generally not as it is about individuals at a school. (APB3)

Because the APB position was an itinerant role, the APBs were given a "base school." Two APBs commented that they actually performed more professional development courses for

staff in their base schools and that was not recorded on the APB caseload. APB4 explains:

I often give workshops to staff at this school (HS4) as I am in the school. It makes me part of the school. I don't count it on my workload. You wouldn't would you? (APB4)

However, as discussed previously, not all APBs necessarily had regular LMG meetings or were invited to meetings. Sometimes meetings were needs based and APBs were only contacted when a behaviour need arose. Irregular invitations to LMG meetings were reported by four of the APBs (APB1, APB2, APB4, and APB5). The APBs did not necessarily see this as an issue; if any urgent behaviour issues arose principals tended to contact them individually. For example, as APB5 explained below, attendance at LMG5 was not always productive, and contact for emerging or urgent behaviour issues was through direct contact by a representative of the LMG or one of the principals:

And actually I haven't been invited to their LMG meetings this year. Somehow I slipped off their list. And I kind of don't tend to worry too much about that because I guess if there's a problem I'll always know about it. At this LMG it was never really productive anyway. If there's ever any behaviour issues, they contact me directly. I have more regular contact with two of the schools in that LMG while not so much with the rest of the LMG. (APB5)

There were various opinions offered by APBs concerning the effectiveness of LMG processes. APBs had differing opinions of the organisational structures. Each APB had a number of LMGs in which they were expected to provide support. The APB role was not always accepted by principals. The following comment by APB3 suggested that occasionally the APB would need to reinforce their role so that it was not ignored, especially if it was an individual school request rather than an agreed LMG priority:

So that's maybe when I need to say to principals and have a refresher at the LMG meeting. Remember this is how we're operating, you know, this is how it should be done. But people aren't speaking ... the left hand doesn't talk to the right in some schools. (APB3)

Three APBs (APB3, APB4, and APB5) reflected upon the LMG processes. The APBs commented that if the LMG processes were better and they did work more together, then there would be fewer problems with application processes, fewer expectations by principals, and increased better support for individual students with behaviour problems in their schools:

Paperwork can be an issue and I've raised that with the LMG. Sometimes principals try and get you more than the other schools in the LMG. Sometimes you double up with LMG priorities and individual schools. So that's an issue, but it's up to the LMG to choose how they want to operate so I can't force them to work together ... I try to push that. (APB5)

5.10.1.2 Role of behaviour supports – APB and STBs

This theme refers to the work and the role of the APB, the role of the STB and their support by APBs. It is a large theme, as the APB saw this as their primary role within LMGs. Therefore a number of sub-themes have been used to describe the various activities of the APB and the STBs in LMGs. These sub-themes are allocation and advocacy of STB, supporting the STB, professional development for school staff, and the role of PBL.

5.10.1.2.1 Allocation and advocacy of the STB

How to use the STB and the purpose of the APB in supporting the STB was the greatest concern for interviewed APBs. All of the APBs believed that they were the advocate for the STB, and this occasionally caused issues with principals in the LMG. The comment below illustrates the view by APBs that the role for allocating case load to STBs was the responsibility of the APB not the schools. The APBs commented frequently in interviews of the need to reinforce this at LMG meetings. APBs referred frequently that the allocation of students to a STB's caseload should be through consultancy. All the APBs had concerns about the support of the STBs and their needs. There was tension between the role of the STB in the LMG and the official role as prescribed by the NSWDEC policy. All the APBs commented on their role as executive of the STB and the occasional confusion between the base school's responsibilities of the STB versus the APB's responsibility. The APBs saw reinforcing the policy and the role of the STB as an important aspect when attending LMG meetings. The following comments from APB3 and APB5 outline the occasional difficulties with LMGs convincing them of this view:

It can be difficult to convince LMGs about STBs. Well that's what happened in this particular high school as they weren't the manager of the STB. They might be the manager of that STB's leave and things that they have to sign off on, especially when it involves money. In terms of the programs and supervision, it comes back to me. I think most LMG's have got a handle on that. But, that had to be nussed out with the LMG as I said, in black and white. It needed to be, this is how it is. I guess some schools want to run their own show and utilise their STB how they see fit. (APB3)

It takes a bit to get through to them [the LMG principals], you know. It's not their role to tell the support teacher what to do and what programs to run. It's a consultancy process or, you know, it's supposed to be isn't it? (APB5)

APBs regularly reminded LMG schools of the policy and appropriate practice of the STB role in schools. Perceptions by principals of successful STBs were often based upon personal observations of STB expertise and personality. The APBs believed that it was part of their

role to be a negotiator between school principals and STBs:

Look I am the advocate for the STB. The STB ends up with so many bosses that it can be overwhelming for them. The bosses in every school, executive staff and then me too. So, I've put in a really strict set of guidelines around, the STB role and how that happens. It is virtually a flow chart. I have to go in sometimes and speak for the STB so that they don't get bossed around. No- one else to do it! So I do advocate. But there were, I'd say, fairly rigorous conversations around those principals trying to insist on their way. ... Haha ... Should I say that? I have a good relationship with this LMG so we usually get something done. (APB3)

5.10.1.2.2 Supporting the STB

All APBs offered regular meetings to their team of STBs away from their school. Discussions at these meetings included administrative and regional responsibilities such as time sheets for travel and could include changes in policy direction. Often, individual STB case loads were discussed along with allocation of new cases or sharing and swapping of strategies and intervention options. STB meetings also were a venue to offer increased professional training opportunities or sharing. Meetings with APBs were conducted during a STB's release from face to face. The APB had to convince the principals to allow STBs to attend these meetings. There was tension between the APB role and the role of the school in administering appropriate professional development for STBs:

It's hard sometimes convincing the principals to let the STBs go to our regular meetings. They say that they should join in with their staff's professional development. But I say they need specific support that requires specialist behaviour professional development and colleague support as well. We used to have monthly ones but I usually do them once a term in release time. (APB3)

Successful images of behaviour support within the LMG were often reliant on the APB's personal communication skills and willingness to be flexible and supportive of LMG directions. Sometimes this was at odds with regional policy:

Supposed to have applications for supporting the schools but you can't always do that! Got to do different things and sometimes that is fitting in kids on my caseload or sitting on a LST [Learning Support Team] meeting with a parent. Keeps a good relationship going. (APB6)

A number of APBs commented on the training needs of STBs and the differences between schools. APB5, who was rarely contacted by the LMG, commented that there was a need for improved behaviour support and acknowledgement of the APB as an expert in behaviour support:

They would run in their schools just with their STBs and ignore my APB role. So now they're starting to think now. Oh gee, maybe we need to speak to the APB about the effectiveness of the programs and what's happening in these LMG schools. (APB5)

There was consistent concern for the STB staff having little professional support in behavioural techniques and learning. The APBs all raised the issue of their attempts to convince school principals that there was still a need to offer explicit professional learning for the STB that wasn't available in the STB's base school. Some of the APBs suggested that principals were sometimes resistant and would not allow their STB release from school to gain specific skills that could not be gained in school-based professional learning. Three APBs (APB3, APB4 and APB5) had negotiated a network meeting to offer ongoing behaviour professional learning for STBs, discussion and support. Negotiations occurred with individual principals and not through the LMG:

We have network meetings [with my LMG STBs] once a term on a Friday afternoon for one and a half hours. That was hard to get as Principals did not want them out of their schools. So me trying to get STBs some of their own professional learning is one of the jobs I still do! In some LMGs it can be hard. (APB5)

5.10.1.2.3 Professional development for school staff

APBs reported that using the STB for behavioural-based professional development for whole staff was rarely requested in most of the LMGs. Some APBs, such as APB6, had a close relationship with some of the primary schools and had opportunities to organise professional development afternoons with class teachers. One APB assisted with planning whole-school approaches and supporting the implementation of behaviour approaches in LMG schools through organising focus days (such as social skills days, anti-bullying). Often these were negotiated through individual principals but were occasionally reported in LMG meetings:

We have some great days like social skills days that I organise with the staff from [PS6] here or allocate the funding for STBs as days and the staff do them. The school is really open to this and we include as many schools as possible. Usually the primary schools join in, the high school is not so keen. I do tell everyone at the LMG. (APB6)

The main support that is given to schools is through the allocation of individual students to the STB caseload:

Although there is some professional development for staff conducted by myself and the STBs, it usually is still just the kids with extreme problems. The ones at the top of the triangle! It is hard to get into schools to lay down some preventative strategies perhaps before things become too problematic. (APB2)

However, APBs were sometimes involved in whole-school professional workshops based on behaviour interventions, theory, strategies and new NSWDEC policies or changes to support roles in schools. Usually this was at pupil-free days and sometimes included all the LMG schools or just the support teachers:

I do some workshops for my LMG schools at some of the development days at the beginning of the year too. Mostly the workshops are given on a regional day for all the support staff to attend. Usually at the beginning of the year, we have to do the regional policies. We are telling everyone about the new changes to the STBs and the STLs [Support Teacher Learning] that will be happening soon. Causing a lot of fear. (APB4).

APB4, however, reported that developing a close relationship with their LMG was vital for the success of providing adequate and targeted support for schools and whole-school professional development for behaviour support. Being based at the high school in the LMG allowed the APB4 to practise this belief:

I am based at this school so I do professional development here. There is a trust between us and the staff like me doing it. I like to be responsive ASAP with the LMG principals. Got to keep the good rapport with the LMG principals that way I can ask for things for the STBs. Win win I do things for them and vice versa. (APB4)

A further comment about the expertise of the STB with behaviour support within LMGs did determine the amount of time the APB supported behaviour in schools. The APB from LMG4 commented that there were limited requests for APB support and were not forthcoming. However, the APB4 did suggest that this was partly due to the expertise of the STB:

This LMG has a few really good STBs and they are across the six primary schools and I am at the high school ... so not much is requested from this LMG for behaviour support or professional development [specifically] from me. (APB4)

5.10.1.2.4 Role of PBL

Five of the six APBs were trained as PBL coaches, with one APB declining to be trained. Essentially, APBs were expected to use the training to assist schools in developing the PBL framework. Interestingly, none of the APBs were used as a PBL coach in the LMG schools interviewed, and only one APB was coach to a number of other schools in LMG1. The APB1 explains the system in LMG1:

I don't do any of the coaching in those two schools but I do for some of the other LMG schools. Two of them ... both primary ones [primary schools]. But because I know about PBL I can discuss with any of the executive about PBL priorities as I understand it. It helps as I know where they are coming from. (APB1)

The use of PBL by most of the LMG schools impacted on the APB. Occasionally, this was around professional development or behaviour support for the school. Some schools were independent of the APB system and looked to their PBL coach (not the APB) for whole-school intervention while only using the APB as the advocate for the STB program and not expert assistance in professional development:

I really only work with the STB and their caseload. These schools here have their own PBL coaches and operate as individual [schools] not as a LMG with PBL. (APB2)

5.10.1.3 Problematic issues

The final theme is about what problematic issues are occurring with the APB's role, their concerns and the LMG.

All the APBs commented on their growing case loads and the difficulties they had in finding time to attend LMG meetings. This was partly because of the large numbers of LMGs on their caseload, but also because they were not always invited by the principals. All the APBs were, however, expected by individual schools within the LMGs to continue to solve emerging difficult issues with an individual student with behaviour problems. Contact was mainly initiated or requested by individual school principals and very rarely as an LMG priority. Requests from principals were as a final resort after school support from the STB was exhausted or unsuccessful. However, this was difficult to achieve due to conflicting pressures of other roles such as a PBL coach:

I always do let the LMGs know I am available when needed and liaise with each Principal via email. I used to have a caseload primarily at the LMG2 schools so got to know the schools well! This year my LMG list has grown so I don't have the time at LMG2. I am also PBL coach at another LMG so it takes up a lot of my time. I do do some caseload work but it is very limited. (APB2)

Another role the APBs were expected to fulfil was to conduct the mandatory professional online staff training of a set of behaviour, learning and engagement modules. All staff in schools are expected to have a number of hours of professional learning per year and the modules developed by the NSWDEC were delivered by the APBs as part of their role in the region. However, the modules were mainly offered outside of school hours, which was problematic for APBs and their expected workload:

It's very time consuming. You've got all this other extra stuff. Especially the online training for behaviour, the new modules. A lot of that now is being run after three o'clock because the classroom teachers can't do it during the day and schools aren't

going to pay to have them released so, all this is extra stuff that we're doing. (APB4)

All the APBs mentioned the presentation of the online learning modules to staff either within school, at staff meetings or across the LMGs. A number of regional processes were in place for schools and LMGs to apply for APB assistance. APBs mentioned that some applications came from LMGs for whole-staff professional development where all the teachers from the schools in the LMG (primary schools and high school) joined together for professional learning. LMG applications were rare, and applications for support were mostly from principals of individual schools:

I still get contacted when the individual kids are really difficult. Not by the LMG, the individual schools. We have a regional process now so I insist on them putting forward the application for support. Don't think it always goes down well. (APB2)

The accountability of the use of the APBs was a concern expressed by all the APBs in interview. All the APBs commented on individual principals making various forms of contact either through phone calls or email. The many phone calls and email contact was not considered part of the workload for APBs and this was occasionally considered problematic. However, the interviewees believed that the use of regional application forms and role statements allowed APBs to adhere to a consultation process that has been mapped out by managing bodies either in regional offices or state offices. The APBs commented on having to insist on principals and LMGs following the system otherwise the APB would have too great a case load.

APBs commented on the lack of paperwork both at the application stage and the required exhaustion of school resources prior to application. The expectation from schools was for in-school support to have occurred and largely failed prior to APB application. However, with the APB support changes and regional changes some principals expected the APB to fulfil the STB role. The following comment by APB1 outlines the difficulties with role problems between STBs and APBs:

I went out to the high school as they were having problems with five children. I first had to get them to use the application. Then they waited for me to "fix" them or create a caseload like a STB. I asked them to produce their profile, results of tests, previous support and adjustments they had made. Not much there! In other words they have to have things in preparation. I consult and develop but they have to do the work. (APB1)

A number of the APBs reflected on the use of functional behavioural assessments (FBA) being rarely utilised in schools. APB3 suggested that the FBA is no longer used within LMG3 schools as STBs have differing experience in FBAs and the principal believed a specific program was needed without an FBA or other assessment:

I think schools don't want us to come in to do a FBA as they don't know it. Many of

the STBs don't know it as less professional training is allowed for them now. They want us to just get straight in and run a program. They'll have an idea that they want us to do ... not necessarily the best option, but they do insist. (APB3)

However, APB5 commented that, due to their expertise with behaviour emergencies, only sighting the referral can raise a high concern with what the school was doing. APB5 was rarely invited to LMG meetings but considered appropriate support for the student as a duty of care. APB5 was aware that the LMG was converting to PBL and was focusing on that as their preferred model rather than individual students. APB5 explained the situation and how having the knowledge and expertise is sometimes under-utilised by LMGs:

Just recently, a little boy – his referral came through. Really unmanageable in the classroom. Loads of suspensions. It raised a “red flag” for me. I rang the school and said to the learning support team co-ordinator you know, “what’s going on with this boy?” but I guess if I hadn’t intervened then maybe they wouldn’t have asked for my help. They would have just involved the LST or PBL coordinator. He needed a lot of assessments. He was diagnosed with ASD in the end. It’s duty of care for these kids! I sometimes think they forget we do have expertise and we are there to help! (APB5)

Engagement and behaviour were two topics that often emerged in APB interviews. APBs expressed concern that there was still a disparity between engaging students in good learning to prevent behaviour problems. Many of the APBs commented on the disparity between understanding the link between ensuring learning occurs both academically and behaviourally. The following comment by APB6 outlines this concern and the presentation of professional learning in this area:

I find there is still really a mismatch between engagement and behaviour. Engagement is my big thing at the moment. I really push professional learning in my LMGs. I say to them are they engaged? It’s not much use putting in all these interventions if the kids aren’t engaged in learning at all! (APB6)

The APB for LMG1 commented on the high number of schools in the LMG. The APB reported that despite the focus on PBL in the LMG, and the collegiate aspect of the LMG, there were some distinct issues that caused the APB concern. This was of interest to this study as it was the only comment that emerged about the size of LMGs and the different schools within an LMG. The APB commented that although there seemed to be a commitment to the PBL approach, this was largely supported from the larger schools within the LMG. The APB saw smaller schools struggling to follow through with providing professional learning to school staff, what to do with the STB position, and how to utilise the online learning within the smaller schools. This APB's opinion suggested that the LMG could take responsibility for smaller schools within their LMG:

I see smaller schools struggling more with behaviour support, the online learning and

the STB position in my LMGs. If I could get to them more often then perhaps the schools would be better off. It does need to be a LMG priority but as I am rarely invited I don't feel I can intervene. In fact I can't without application. (APB1)

5.10.1.4 Summary of APB interviews

APBs saw some problematic issues with their decreasing attendance or invitations to attend LMG meetings. There was a tendency for some principals to contact the APB or allocate the STB to students without going through the agreed LMG process. Allocation problems had an effect on the most appropriate programs for students with problem behaviour and the most effectively developed program. Some LMGs were more concerned with implementing PBL on a schoolwide level and not really considering the APB as an expert in providing for individual students.

Focusing on the implementation of PBL in schools and not the positive effects of STB support was also reflected in the decreasing use of the FBA, which APBs considered very important in providing a reliable assessment of individual students. The decrease in the FBA meant that STBs were less likely to practise this method. Therefore, the expertise of STBs was further diminished and their role less sought.

Although the APB was supportive of LMGs and working together for professional learning, one APB reported that the LMG was so large with so many schools that the smaller schools were missing out on appropriate small school professional learning that was different to large schools. These schools called frequently on the APB's time for support.

APBs reported that there was a greater need to focus on engagement in learning as a priority in LMGs. Some LMGs struggled with this concept, and the APBs saw this as a part of their role to ensure this had been considered when providing support for individual students with problem behaviour.

APBs saw their main role as supporting STBs to sustain and develop their professional learning so that STBs could effectively support students in schools. APBs believed in advocating for a STB, as their own particular professional learning could not be effectively managed by schools in general school professional learning. STBs needed further development, as STBs were expected to provide expert behaviour support to individual students and teachers.

APBs provided professional learning to LMGs after an application or through a discussion process that was decided by LMG principals. APBs sought to ensure that LMGs were accountable with paperwork. The effectiveness of processes was through the development of a good working relationship with the LMG and individual principals. A good working relationship with the LMG and development of a standardised approach in the LMG was

more likely to ensure that support was well considered by LMG principals.

The next chapter reviews, analyses, and discusses the findings of this study in light of the relevant literature.

CHAPTER 6 – DISCUSSION

This chapter analyses and discusses the findings of this study in light of the relevant literature. This chapter also outlines the implications of the findings for practice in schools, and illustrates the potential impact for students with problem behaviour in the school setting.

6.1 Introduction to Discussion

The purpose of this study was to examine principal perceptions and experiences of working together in a Local Management Group (LMG) as well as teacher perceptions about supporting students with problem behaviour. Interviews with principals identified effective and challenging components of high schools and primary schools working together as a community of schools. The perceived effectiveness and challenges experienced by principals were further explored by conducting a survey of staff on four aspects of behaviour management practices within the LMG schools. The survey indicated the extent to which staff were satisfied with the current practices and processes and the priority for improving behaviour support in the school. The survey was completed by classroom teachers and executive staff. In addition, interviews with Assistant Principals Behaviour (APB) were conducted to explore the effectiveness and challenges of specifically supporting LMG schools for behaviour.

Three fundamental questions framed this research:

- 1. What are the effective elements of Local Management Groups as a model for behaviour management programs?*
- 2. Is there alignment between the perceptions of principals and teachers for the effective implementation of behaviour systems in schools?*
- 3. Does the LMG model reflect best practice in supporting student behaviour?*

The discussion is focused on integrating and interpreting the results of the survey and interview analyses to answer the research questions.

6.2 What are the Effective Elements of Local Management Groups (LMGs) as a Model for Behaviour Management Programs?

The analysis of the principal and APB interviews revealed consensus on five effective elements of the LMG as a behaviour management model. These five elements included leadership, communication and collegiality, a sense of community, professional development of staff in learning and engagement, and behaviour supports. The effective components of the five elements are discussed separately in reference to the principal and APB interviews.

6.2.1 Leadership

Many of the school leadership documents from education departments (e.g., Department of Education and Training NSW, n.d.; South Australian Institute for Educational Leadership, 2015; Victorian State Government, 2016) reinforce that the principal is responsible for all decisions in a school. These include maintaining harmony amongst staff members, ensuring that the school policies and departmental procedures are in place, and being the interface for community connections. Principals must be able to manage funds equitably, provide ongoing professional development and offer emotional support to staff, students and families. In addition, a principal must be expert in learning and teaching and curriculum demands, and must maintain all aspects of school procedures.

Principals interviewed for this study reinforced that good flexible and dynamic leadership qualities were important for successful implementation of any programs and supports, including managing the behaviour of students and increasing the skills of teachers.

Principals in this study reported that they believed themselves to be effective leaders. Some of the ways principals said they supported their school included involving all staff in decision-making for behaviour and learning, presenting current research on behaviour, providing release from class for teachers to work together on projects, giving teachers opportunities to extend their professional learning, enabling teachers to develop specific skills (e.g., become PBL coaches), and providing links between the school and the community. Principals within this study also reported on the leadership qualities of colleagues from the other schools within their LMG.

A principal's belief in their own ability to lead a school was the subject of research into personal self-efficacy of leadership in organisations such as schools. Research (see, e.g., Chemers, Watson, & May, 2000; Luthans & Peterson, 2002; McCormick, 2001) has found that leaders with a high sense of self-efficacy have a positive effect on the work environment and their colleagues. McCormick (2001) discovered that strong leadership encouraged higher levels of performance by others and a willingness to accept and engage with organisational change. McCormick (2001) further stated that a leader "... *requires persistent task-directed effort, effective task strategies and the artful application of various conceptual, technical, and interpersonal skills*" (p. 28). Therefore, a principal's confidence level and belief

that they are doing a good job in creating positive organisational change, supporting staff in changing their professional direction, creating opportunities for staff in connecting with current research and persistent consistent approaches for behaviour was likely to have a positive effect on the staff in their schools.

6.2.2 Communication and collegiality

There were two major sub-themes for communication and collegiality. These included communication between principals and teachers and communication between principals within the LMG.

6.2.2.1 Communication between principals and teachers

Communication between principals and their classroom teachers was mostly enacted through regular staff meetings in the school and professional learning days before each term. Within regular staff meetings, updates concerning individual students were reported either to whole-staff meetings, via emails, or, in the larger high schools, principals informed head teachers during executive meetings. The expectation in the larger high schools was that head teachers would communicate essential information to their faculty. The content of the communication was often about the behaviour of individual students, reinforcement of agreed processes for behaviour management (such as rules and behavioural expectations), and ongoing staff training opportunities.

Communicating with staff and gaining their participation was an ongoing concern for principals. Principals explored whole-school approaches and particular behaviour management frameworks such as PBL (see Literature Review 2.5.1) to increase the capacity of staff and students to manage problem behaviour. Principals saw the academic and social benefits of students with disruptive behaviours remaining in their local schools. Principals suggested that this could be achieved through effectively and consistently communicating with staff that there was a need to increase and improve their skills for managing student behaviour in their classrooms. Also, the focus included improving skills in increasing engagement of all students with school while taking into account the unique needs of their local community. Achieving this was through communicating the aims and providing resources to accomplish desired outcomes. As Cook et al. (2008) explained, effective communication and support of staff by the principal improved the capacity of schools to better support the problem behaviour of students. In addition, the Through the Achievement for All framework in England, which focused on improved teaching and learning for children with special education, four characteristics of effective leaders were identified as a shared vision, commitment, collaboration, and successful communication (National College, 2011, p. 9). Communication remains one of the most important indicators of effective leadership.

Principals held a “big picture” of the school, whereas some teachers tended to focus on their own individual situation. The onus was on the principal to communicate effectively to staff the whole-school purpose, encourage teachers to see beyond their own individual needs, provide targeted professional development, and continue to evaluate ongoing programs (Graham & Harwood, 2011).

School principals in this study believed that it was their job to obtain the necessary resources and to provide access to professional development for teachers. Hyde (2013) expanded on this notion by suggesting that principals should ensure that staff develop positive attitudes towards the inclusion of all students (e.g., with behaviour problems) through the provision of appropriate information and resources and facilitate a design aimed at joint decision-making. Therefore, as Hyde suggests, effective leaders also need to communicate and share information about policy change processes. Principals in this study commented that they scaffolded staff who seemed to develop negative attitudes towards students with behaviour problems in their classrooms, or were not attuned to the idea of whole-school approaches. Principals believed in providing greater opportunities for professional learning and support for those teachers rather than admonishment.

Principals reported some occasional problems with individual staff in their schools, such as lack of consistency in classrooms, or harsh or incorrect implementation of school rules and approaches. Principals reported some punitive approaches that were used by teachers, such as shouting or removing students from class. All principals reported that they communicated and developed with staff a belief in increasing their school’s capacity to support the school community. This included developing professional learning opportunities that better suited the needs of not only their own school but of all schools within an LMG, focusing on Kindergarten through to Year 12.

The unifying impact of successful communication between school leaders, executive and staff had been widely endorsed (e.g., Fullan, 2006; New Zealand Ministry of Education, 2008; Robinson, 2007). Helmer, Holt, and Thompson (2015) also asserted that effective communication with school staff by principals about school policies and expectations was vital for the development of a positive school climate. A positive school climate led to a conducive and successful learning environment and resulted in greater satisfaction by staff and students (Fan et al., 2011). Principals who believed in the effectiveness of whole-school approaches for behaviour management were more successful in effectively communicating school policies and expectations and creating a positive school climate (Graham & Harwood, 2011).

Principals have an important part to play in the effectiveness of supporting students with behaviour problems in classrooms and need to lead learning opportunities to foster change in practice (Morton, Rietveld, Guerin, McIlroy, & Duke, 2012, p. 270). Successful and effective communication of changing activities, directions, policies and expectations must be

regularly updated with staff. Occasionally, this may mean revisiting topics for new staff or reinforcing with current staff. The skill and consistent attention to finding ways to improve communication can be challenging for principals, particularly those in larger schools. Given the changeable and different environments that principals work in, with the added pressure of following mandated policies and satisfying complex school communities, effective principals have to be sensitive and diverse communicators.

6.2.2.2 Communication and collegiality among LMG principals

Communication and collegiality among principals within an LMG was considered a high priority for all principals interviewed. The development of the LMG where primary school principals met with the high school principals on a regular basis was positively highlighted in all interviews. The notion of being equal partners in the development of LMG priorities was reinforced by all but one principal. The primary and high school principals identified working together as an important part of building a community of schools and creating a continuum of learning and behavioural expectations from Kindergarten through to Year 12.

Communication between principals in the LMG was mainly through email and phone calls. Often the principals remarked that it was advantageous to have a colleague within the same area who was aware of, and shared their concerns about, the local community. A supportive colleague was very important to principals:

It's just that whole thing of knowing you aren't alone ... support ... it's just easier.
(PS4)

How principals supported themselves both emotionally and professionally to cope with their considerable responsibilities and workload had been a focus in recent literature. School principals confront many situations in which they seem to have no choice but to negotiate compromises and to constrain their emotions in order to maintain a stable and positive school climate (Poirel & Yvon, 2014). Research into the impact of stress, emotional and coping strategies employed by 50 principals in Malaysia found that the most common strategy was talking about their problems with colleague principals (Abdul Muthalib, 2003). Similarly, C. Rippon (personal communication, December 12, 2015) reported that principals often sought and obtained social and professional support from collegial discussions at large state and regional principal meetings. The findings from the current study suggested that, similar to larger principal meetings, the LMG structure created opportunities for frequent contact among principals of all the LMG schools. This benefits the development of socially and emotionally supportive relationships among principals, particularly those working in schools located in low SES communities:

We are all in really high welfare schools, lots of stress, so we have an agreement with each other, our offices are always open, and our coffee machines are on, it is really lovely to have that collegiality and support. It benefits all the school if we can

also support each other. (PS5)

Overall, collegiality among principals and communication between principals and their staff are important elements of the LMG model. This was also reinforced in a guide to establishing a community of schools in New Zealand that suggested establishing good communication between local schools was vital and resulted in improved learning for students (New Zealand Ministry of Education, 2015a). The effective communication amongst principals maintained links with LMG business such as with face-to-face regular meetings or through emails and phone calls to “distribute LMG funds ...” (HS2), discuss common business such as “... our transition programs from primary school to high school ...” (PS3), or to provide personal support that can reduce stress and increase confidence such as “... being able to have that informal dialogue, communication and sharing opportunities ...” (HS5). Collegial relationships among principals provided personal support as well as benefitted the local school communities.

6.2.3 Sense of community

In this study, the effectiveness of the LMG model appeared to be partly owing to the sense of community that was established between high schools and their feeder primary schools as well as with parents/carers of students. Sometimes it included local businesses and service groups, such as sporting clubs and youth interest groups. All principals referred to the necessity of understanding the unique needs of their local community and tailored their programs and behaviour management approach to suit that community. Similar to working within the school, principals believed in basing much of the whole-school management of behaviour and welfare issues on who and what support services were available to parents and families, as well as the goals and aspirations of the whole community, which included teachers and students. There are two sub-themes for sense of community. These are the sense of community between high schools and primary schools and the school connection with parents and the local community. These issues are further discussed in the section on the schoolwide component (6.3.2.1) later in this chapter.

6.2.3.1 Sense of community among primary and high schools

All primary schools in this study were involved in a transition program where Year 6 students attended an orientation session at their local high school. All Year 6 students from feeder primary schools attended on the same day in Term 4. At the orientation days, Year 6 students were introduced to other Year 6 students, met with Year 11 student buddies and were oriented physically around the school grounds and classrooms, and introduced to high school rules, regulations and expectations for behaviour. A number of guides for parents and suggested timetables from the education departments are provided, for example, the *Preparing for High School* guide (NSWDoE, 2016).

Five out of the six LMGs mentioned inviting parents of primary aged students from Year 4 and Year 5 to attend a number of meetings per year at the high school. This was an LMG decision to offer earlier orientation days. Principals in this study named these meetings Early Orientation Days. The principals discussed these at LMG meetings and worked together so that primary school parents would have more information for the future enrolment of their child in their local high school. All principals (including high school and primary school) in the LMGs believed that there should be ongoing contact with parents from the primary schools many years before students went to high school. Principals in this study reported that the focus of early orientation meetings were to develop ongoing connections and reinforce the sense of community, to foster a Kindergarten to Year 12 focus, and to allay any fears and answer questions about their child's entry to high school.

Successful transition programs between primary and high schools was the subject of a review by Hanewald (2013). This review suggested that one of the most important aspects of successful transition was related to the student's sense of belonging and wellbeing. Schools that considered themselves successful in developing an effective transition and orientation program focused on creating a sense of community across primary and high schools. This included creative and physical activity programs, such as combined primary and high school sport days, and music and dance days. Some programs selected individual primary students to attend subject days in, for example, advanced Creative Writing, Science and Maths. Sometimes this was offered to students with exceptional talents but also to all students who were interested in particular subjects.

The combined primary and high school days were encouraged by all principals as a way to involve the whole community in school education across primary and high schools. The *School-Community Partnerships in Australian Schools* research project released by ACER (Lonsdale, 2011, p. 9) outlined many benefits of creating a sense of community for schools. Some of the many effective components were improved student engagement through enriching the curriculum, increased professional learning opportunities for teachers, improved student attendance, reduction in student problem behaviour, and improved student teacher relationships across schools. The sense of community and the effective components mentioned above were reinforced within their LMGs in this study by principals, as staff were encouraged to consider collaboration with their partner schools and their communities to develop wider awareness of the school community's needs. Principals in this study reinforced collaboration between schools as an effective tool for reinforcing the Kindergarten to Year 12 continuum as a whole LMG community with similar aspirations.

6.2.3.2 School connection with parents and local community

The principals perceived their role as a conduit between families, students and the teachers. However, they also were able to build a positive relationship with individual students and

their families. The importance of including parents in increasing engagement with learning of students with behaviour problems is vital (Eccles & Harold, 2013). The parent is the main caregiver, and a teacher communicating effectively with parents through a variety of means, such as regular meetings, phone calls to report on positive behaviour and learning, communication books and casual conversations in the playground, can impact positively on the learning outcomes of a student (Mitchem, 2005).

Scottish Executive (2013) for including parents suggested that a strong home–school partnership and high quality of support resulted in parents helping their children to engage with learning, sustained their attention, and developed confidence. In addition, an effective staff establishes a culture of inclusion, uses positive discipline and focuses on learners who need more support from home. The principals in the current study reported that there were specific programs offered to parents and encouragement to be involved in learning programs and supports within the schools.

As well as contact with parents regarding specific behavioural difficulties, principals described many examples of successful local initiatives that involved parents and the community. These ranged from early orientation and transition programs, sporting and creative community projects, students and teachers going out to the local community, and community members being involved in school activities on site. These initiatives provided opportunities for principals to speak to parents about issues and aspects that did not relate to a child's behaviour difficulties. Communicating with the local community was given a high priority by principals.

Principals were positive about including parents and the local community and acknowledged that their school was part of a community of schools. This view is evident in the Australian Government's Department of Education and Training document that provided guidelines for engaging parents with their school and their child's educational journey:

Effective parent and family engagement in education is more than just participation in school meetings and helping with fundraising, it is actively engaging with your child's learning, both at home and at school. When schools and families work together, children do better and stay in school longer. (Australian Government, 2016, p. 1)

The *Local Schools, Local Decisions* document (NSWDEC, 2011a) also reinforced the notion that schools needed to work across their school communities, which included parents, the local community and other schools:

Partnerships within the local and broader community are essential to support schools in making decisions. Flexibility works locally within and across school communities and allows resources and expertise to be shared for mutual benefit. (p. 4).

Both the documents highlighted above suggest that both the Australian and state

departments of education reinforce the importance of effective communication and collaboration with communities within the local area of the school. The LMG principals took this step further by purposefully creating programs and processes that encompassed their own school plus all schools and community within their LMG.

The research literature also suggested that there was an association between lower levels of behaviour problems in students and parent involvement, even if this was at a volunteer level, which has been described as “school-based involvement practice” by McCormick et al. (2013). The principals encouraged parent involvement in activities such as professional development days, parent training programs, individual education plan meetings, cultural days, learning support opportunities and involvement in policy development such as anti-bullying policies.

Kladifko (2013) suggested, when developing practical school partnerships for effective leaders, that ecological theories and research clearly demonstrate that families and schools are the most important influences in a child’s life. In addition, the Family-School and Community Partnerships Bureau commissioned the Australian Research Alliance for Children and Youth (ARACY) to identify evidence on the benefits of positive parental engagement. This report concluded that when staff and principals communicate with their communities, schools receive more positive support from parents and less criticism. They also receive more input into understanding the needs of the students and family, with improved learning outcomes (Emerson et al., 2012).

Community partnerships are an important aspect of a principal’s role. The successful communication of these partnership goals must also be clear to staff. The ultimate responsibility of the principal is to be proactive in knowing the community and promoting sustainable relationships between parents, teachers and the local community (Epstein, 2005; Kladifko, 2013; Queensland Education, n.d.).

6.2.4 Professional learning for staff to enhance engagement in learning, teaching, and behaviour

A teacher’s role is multifaceted and includes ensuring students can access the mandatory curriculum, taking into account their individual needs through adjusted learning and social strategies (Conway, 2014); implementing effective classroom management strategies (Hattie, 2012); developing authentic learning activities (Victorian State Government, 2016); and providing positive behaviour support (OSEP, n.d.). This was reinforced in a study by Meece (2003), who found that instructional strategies that were adjusted after careful student assessment increased student motivation and increased engagement with academic and curriculum based tasks. In addition, Mackay (2015) emphasised that teachers need to provide good behaviour management at the same time as promoting student academic engagement. Mackay reinforced the notion that teachers who do not plan for student

engagement and behaviour simultaneously will find that behaviour becomes the “... *dominant factor and learning becomes secondary*” (p. 375). Therefore, although the curriculum is important, considering both behaviour and social management strategies simultaneously while engaging students in learning is essential to best practice in the classroom.

The primary and secondary school principals in this study were in agreement with the idea of simultaneously addressing engagement in learning and behaviour and commented that the focus on engaging students with the learning process and adjusting for the different levels in classrooms would ultimately improve classrooms:

... it is important that teachers had more engaging lessons then perhaps the kids would be less likely to act up ... (PS5).

Principals in this study reported that teachers needed to address problem behaviour by more effectively engaging students in learning. A study by Sullivan et al. (2014) supported this notion, as their work on unproductive student behaviours in the classroom suggested teachers needed to engage students to successfully ameliorate problematic classroom behaviour. Primarily, the core business of a teacher is ensuring students can access the curriculum. Effective behaviour management is an essential aspect in promoting successful student learning outcomes. How this can be ensured or developed is discussed in the next section on professional learning.

6.2.4.1 Professional learning activities

Principals in this study utilised the idea of an LMG as a whole-learning community and saw professional learning as an opportunity to expand their primary and secondary staff's teaching skills from Kindergarten to Year 12. The LMG-combined professional learning approach was well supported in a number of LMGs (LMG1, LMG3, LMG4, LMG5, and LMG6) where all staff from primary and high schools came together to share professional learning programs. Many of the LMGs included all their school staff on pupil-free days and provided ongoing funding for smaller programs, such as in LMG4 where primary and high school teachers met to discuss curriculum (see Results chapter).

In support of school staff working together across schools for a common purpose, a British study (Freeman, Wertheim, & Trinder, 2013) found that cross-school professional training that targets local needs was successful in providing a consistent approach to whole-school systems for both curriculum and behaviour, with increased commitment by staff to the process. Muijs, West, and Ainscow (2010) similarly suggested that working in networks between schools enables more time for reflection on new processes and motivates school staff while learning from each other and engaging in new initiatives.

According to principals, professional development opportunities relating to the management

of student behaviour were regularly offered to classroom teachers. Some of the opportunities offered were whole-school approaches such as PBL. Principals reported that the focus of professional development activities was democratically agreed upon by staff during staff meetings and review procedures.

The aspects of good leadership as suggested by Sugai (2012), such as using evidence-based practices, recognising staff accomplishments, integrating academic and behavioural supports, establishing local professional expertise and participating actively on leadership, were evident in most of the principal interviews. This was significantly exemplified by HS5 principal (see LMG5 Chapter Four), who encouraged teachers to continue with their own professional learning projects that clearly focused on the agreed goals established within the school and across the local LMG. Professional development opportunities related to transition were established through communication between the primary and the high school teachers on student learning and behaviour where teachers provided professional development for each other in their own areas (e.g., Maths, Literacy, PBL) of expertise. For example, primary teachers may travel to the high school to teach high school teachers about basic literacy assessment. Another example may be high school teachers travelling to primary schools and discussing skills students would need in specific subjects when entering high school (as in LMG4).

Professional learning focused solely on behavioural strategies is less likely to significantly improve a student's engagement (Angus et al., 2009). Improved professional learning based on both behaviour and learning engagement for all schools within the LMG with a local focus was commented on by principals as important as it supported the idea that primary school through to high school was a continuum of learning and engagement. Much of the research on the links between learning engagement and student behaviour suggests that there needs to be ongoing support and professional development from employers (Johnson & Sullivan, 2014). The importance of ongoing professional development in reducing problem behaviour through increasing student engagement is reflected in the policies from education departments. For example, the Victorian education department's information about behaviour management directs teachers to the professional learning program for addressing challenging behaviour (Victorian State Government, 2016 p. 1). The strategies for addressing problem behaviour is located under *student engagement and inclusion*. The Victorian approach also acknowledges the role local communities play in helping to provide a coherent and consistent approach:

Ultimately, local school communities know what is best for their school. The Student Engagement and Inclusion Guidance recognises this expertise by providing schools with the guidance and tools they need to use their local knowledge to create and maintain positive, safe and engaging school cultures (Victorian State Government, 2016 p. 1).

Similarly, the NSWDEC (2016) on their *Professional Learning* webpage for teachers stated that research was clear about the strong links between the professional qualities of teachers and engagement with learning outcomes of students. Therefore, the provision of professional learning is important to increase the skills of teachers. However, Deppeler (2010, p. 181) suggested that although there was some evidence to suggest that professional learning on particular instructional practices could change levels of confidence and attitude, it had little effect on the achievement and engagement of students in classrooms. Deppeler further suggested that for professional learning to be more effective there should be a “connect” to local needs, as the particular school (and community) environment has particular significance for students with behaviour and learning/engagement challenges.

Principals reported that they provided professional learning on behavioural strategies at a schoolwide level but teachers desired additional efforts. Additional and adequate professional learning is supported by the key finding in a US report on professional learning of teachers. Darling-Hammond et al. (2009, p. 5) suggested that teachers need further substantial professional learning (up to 50 hours) in a particular area to improve their skills. In addition, the provision of adequate professional support and leadership was important if it required instruction by teachers for social learning issues such as behaviour.

Although the responsibility of professional learning in this study seemed to be the principal's and caused some concern for participants, some of the additional professional learning around behaviour management could be implemented by other staff members. As an example, a study by Freeman et al. (2013) reported on the introduction of a whole-school conflict resolution model to 10 primary schools in Britain. A core school team was trained by the researchers to provide staff professional development and lead planning and implementation of the conflict model with the rest of the staff as a schoolwide approach. The school staff and the core team jointly developed policy and practice guidelines so that everyone was using the same approach. The key findings from the British study were that any new initiative needs to be tied into current practices, as change isn't immediate; a core team should take responsibility for guiding staff through professional development opportunities and encouraging daily practice of new skills; and the commitment of all staff needs to be regularly evaluated and key program components revisited. This example provides a successful form of professional development that is led by teachers and those delivering the program or support. A greater understanding of the need for ongoing improvement and variations linked to changing demands of any system needs to be better communicated. Conflict can result if this is not addressed by principals to school staff.

6.2.5 Behaviour supports

This section looked at the provisions made by specialist teachers to schools, relevant funding and specific approaches to behaviour employed by schools and LMGs. Relevant comments from participants in interviews and from the school survey will form the basis of the discussion. This section is organised under two subheadings:

1. Personnel
2. Transition programs

6.2.5.1 Personnel

In this study, the Assistant Principals Behaviour (APB) and Support Teachers Behaviour (STB) were considered an LMG resource to be used based on LMG priorities. An STB is a special education teacher who works with individual students with problem behaviour across a number of schools. Schools applied for support of the STB through an LMG committee. Usually, the APB allocated the student to the STB and received reports that were communicated to the LMG committee. APBs were involved in discussions about the STB program as part of the regular LMG meetings. APBs also provided professional development on behaviour to LMG staff within a school and across the LMG. The APB also provided specific behaviour training skills for STBs and programming support advice.

Principals in this study were largely satisfied with their APB's involvement and the provision of professional development to LMG staff. The specific skills and training that STBs and APBs had to support schools, teachers and individual students provided an extra layer of support and satisfied some of the teacher concerns about their own lack of knowledge of specific behavioural strategies to use in classrooms. Many of the STBs and APBs had expertise in approaches such as functional behavioural assessments (FBAs). The use of support teachers with specific training was discussed by Simonsen et al. (2008b p. 20), who emphasised that specialist teachers have expertise in assessment, instruction, behaviour management and learning adjustments. Although there was general satisfaction, a number of principals commented that some STBs lacked experience in behavioural support, had inadequate professional development experience, or lacked expertise in areas such as FBA. Often the problems with the STBs stemmed from some of the permanent STBs being on leave and replaced by casual staff.

Some students have such complex behavioural issues that specialist teachers, such as STBs, provided specific training to teachers to prepare classroom teachers for students with emotional disturbance and complex mental health issues through professional learning and assistance in programming. However, STBs are few in number and rarely support many classrooms directly as they have a limited case load of students across a number of schools.

The APBs, who were responsible for allocating a case load of individual students with problem behaviours to STBs, commented on the difficulties of STBs “living up” to the expectations of classroom teachers. Teachers typically wanted STBs to “cure” students with problem behaviour. Both the APBs and the principals reported that the STB’s ability to provide a good behaviour intervention plan or assist schools effectively was varied and dependent on their individual expertise and personal qualities.

Professional development for behaviour management activities in this study were often conducted, or expected to be conducted, by leaders in the school or by support consultants such as APBs and STBs. This was determined beneficial if the trainer was effective and knowledgeable about the school and their particular needs. Effective APBs and STBs have an understanding of the community, the families and the students and their particular challenges and strengths. Addressing the needs of an individual with problem behaviour and providing for a district-based support system was the subject of a research study by Lewis-Palmer, Bounds, and Sugai (2004). This research reviewed best practice for providing individualised behaviour support. The report recommended that appropriately addressing an individual’s needs was better served within a schoolwide system. The principals interviewed for the current study saw the role of the STB as a consultative role working with classroom teachers within the context of the whole school. However, although comments from teacher surveys suggested that there needed to be a greater focus on individual students in classrooms by STBs, all schools utilised the STB as a support for teachers and students to increase the likelihood that students with problem behaviour would be able to remain within their local school rather than being sent to an alternate setting.

6.2.5.2 Transition programs

The effective use of orientation and transition programs between primary and high school for students with emotional and behavioural problems has been linked to minimising disruptions and maximising instructional time (Hawkins et al., 2015). In addition, students with behaviour problems in the primary school are more likely to struggle with transition to secondary school, have less resilience and are at greater risk for future problems (Bailey & Baines, 2012).

A program organised by the STB and the LMG schools was the Transition for Vulnerable Students (NSWDEC, 2016) program, where students with behaviour problems are targeted in Year 6 and receive support in transitioning to Year 7. These programs were usually planned between Year 6 teachers from the primary schools, the Year 7 advisor of the receiving high school and the STB. Many of the transition programs would be conducted over a 6-week period, with primary students attending sessions at the high school with other identified vulnerable primary school students. Individual and group programs were devised that focused on individual student needs, including social skills programs; subject sample lessons with some high school teachers; peer support programs in the high school with Year

9 student buddies; meeting support staff, such as Head Teacher Welfare, school counsellors, and deputy principals; and familiarisation with school rules and school requirements. Principals informed that the usual practice was for students with problem behaviour to attend a transition program at the high school for four to eight visits that familiarised them with school procedures, provided an orientation to the high school campus, outlined sample high school expectations and also introduced them to support mechanisms such as mentor teachers and mentor students. Essentially, opportunities were given for the student to practice appropriate behaviour and sample some learning opportunities that would occur in the high school the following year.

A focus on the wellbeing of students with problem behaviour and learning problems was emphasised by all the LMG schools in this study. Principals and APBs all agreed that the focus on conducting the transition program at an LMG level resulted in better outcomes for students. All principals in this study reported that Transition for Vulnerable Students was an important program for the LMG. Principals suggested it was an opportunity for schools within the LMG to work together to develop an approach that used the expertise of the STB to ensure better outcomes for students with behaviour problems. Essentially, the teachers and the STB worked together to achieve an effective local program.

6.2.6 The role of PBL as a unifying theme within most LMGs

Many of the LMGs had identified the need for a consistent approach and had chosen PBL as a framework to assist in this practice. Jordan et al. (2009, p. 17) reinforced that once needs have been identified, schools need to implement evidence-based practices. The PBL framework had been based on the USA version of PBIS (see Mooney et al., 2008; OSEP, n.d.) and the Quality Teaching Framework (see NSWDET, 2006). Often the resources, both for funds and behaviour personnel, were limited (Conway et al., 2003). Therefore, the emergence of PBL was an effective element in managing problem behaviour in the LMGs for this study and satisfied both the evidence-based approach (Freeman et al., 2006) and provided a prevention model that addressed both social behaviour and learning support (OSEP, 2002).

Most of the LMG principals interviewed were currently working on implementing PBL in their schools and in most cases across their LMGs. LMG1, for example, had introduced PBL as an LMG approach. Most of the LMGs (LMG1, LMG3, LMG5, LMG6) agreed that PBL would be introduced as the behaviour framework for all schools within their LMG. Principals commented on the PBL framework as an important facet in consistently providing for students with behaviour problems across their whole community, which included both the primary schools and the high school.

PBL was introduced to the region of this study as one of the preferred frameworks for the

management of student behaviour (see Literature Review 2.5.6.1). PBL was not considered mandatory but was encouraged with the employment of regional PBL managers and funding for schools for release of teachers to train as PBL coaches. LMG1 was one of the first LMGs in the region to implement PBL as a preferred approach to managing student behaviour. Many other individual schools in the region embraced PBL and were funded to establish a PBL coach. It was not unusual for only one school within an LMG to adopt PBL. For example, the high school in LMG2 implemented PBL when others had not. Some schools within the LMG were at the initial stages of introducing schoolwide systems and some had introduced all four systems.

All principals commented on a whole-school approach as essential and the preferred approach to ensure consistency across school staff. The PBL framework was considered the whole-school approach by most LMGs. However, LMG4 did not use PBL but incorporated principles of whole-school approaches, such as common language, consistent rules and procedures (see Lewis et al., 2016), professional

learning, across LMG schools and collegiate principal meetings to develop their own framework, which they named a Community of Schools. This notion of whole-school approaches was reinforced by Peaston (2011), who investigated strategies that were being used in mainstream primary and middle schools to include children with behavioural, emotional and social difficulties. The report suggested that the implementation of a whole-school approach ensured that consistent strategies and a positive attitude (which included inclusive principles, language and behaviour) successfully included students with problem behaviour as members of a whole school not as an individual on a separate program. The effective element within the LMGs in this study was to consistently implement whole-school strategies through either PBL or an alternate framework in every school.

To ensure that there was a consistent approach across the LMGs using an agreed framework, principals took on the role of coordinators. The type of support provided to others within a collective (such as the LMG) was supported by research into developing sustainable and effective implementation of whole-school approaches across a number of schools. Bradshaw and Pas (2011, p. 534) suggested that implementation will be sustained to ensure better outcomes if there was consistency across all the sites.

The use of the PBL approach does not necessarily suggest that it was the best support. However, many of the LMGs had identified the need for a consistent approach across primary and high schools and had chosen PBL as a framework to assist in this practice. Jordan et al. (2009, p. 17) reinforced that once needs had been identified, schools needed to implement evidence-based practices such as agreeing to implement a common approach.

6.2.7 Conclusions

In conclusion, the first question asked, what are the effective elements of an LMG model for behaviour management programs? The LMG model offers many effective elements that aim to support students with problem behaviour and also aims to prevent future problems. The LMG model implemented by the LMGs provided a way for principals to communicate effectively and support each other; develop and implement an effective collaborative approach to professional learning for behaviour and engagement across primary and high schools for school staff; increase the likelihood of a common language for rules and procedures between primary and high schools through professional and community partnerships; utilise the expertise of school staff that promote behaviour and learning from Kindergarten through to Year 12; and consistently apply a common framework, such as PBL, that considers the local community and effectively implements programs that reflect their needs.

6.3 Is There Alignment Between the Perceptions of Principals and Teachers for the Effective Implementation of Behaviour Systems in Schools?

Principal interviews and staff survey data on the four behaviour systems within schools (schoolwide, non-classroom, classroom, and individual) form the basis for discussion to answer the second research question. In the following, the schoolwide and non-classroom systems are discussed initially under the heading “Whole-school practices” to reflect that in the LMGs these two systems require equal commitment from both principals and teachers and were usually integrated and introduced simultaneously across the whole-school environment. Classroom and individual systems are also discussed initially under one heading, to reflect the interconnection between learning and behaviour in the classroom and the greater responsibility that falls on teachers in the implementation of these two systems. Further specific issues are highlighted under specific headings of classroom and individual systems. The role of the PBL “rollout” within individual LMG schools, and in LMGs as a model, is discussed at the end of this section (see 6.3.3), as the differences in the stage of the implementation had an effect on teacher survey responses, particularly in terms of the individual system.

6.3.1 Whole-school practices

Whole-school practices refer to the implementation of schoolwide and non-classroom positive systems of support for improving student behaviour. The core components of schoolwide and non-classroom systems include the definition of behavioural expectations, the instruction of behavioural expectations, consistent positive reinforcement in all areas of

the school, a hierarchy of consequences, and the use of behavioural data to assess and evaluate programs of support (Horner, Sugai, & Anderson, 2010).

6.3.1.1 Schoolwide system

There was agreement between staff and principals that most features of the schoolwide system were in place, or partially in place, in both the primary and high schools. This included features such as five established rules, rewards and consequences consistently implemented, support by executive staff for the implementation of rules, and direct and indirect staff involvement in schoolwide behaviour interventions.

Despite a general alignment of responses between staff and principals, there were some differences between high school and primary school staff and the principals' perceptions of what was in place. Over 50% of primary and high school staff still considered that the schoolwide approaches needed further improvement. Mostly, the teacher concerns related to the support offered by the school executive to class teachers. While the principals believed that there was a high level of support offered, this was considered ineffective by high school teachers and to a lesser extent by primary school teachers.

The principal comments indicated satisfaction with schoolwide practices noting improved morale for both students and teachers, more consistent positive approaches, greater commitment to providing positive feedback to students, and increased knowledge of behaviour support strategies. In contrast, the teacher survey responses suggested dissatisfaction with the implementation status of the schoolwide systems. Typically, the teachers attributed the inadequacies of this system to the failure of the school executive to effectively support staff and maintain a "disciplined" school community by ensuring that agreed consequences were consistently applied. The main concerns, however, as reported by principals, were the lack of consistency of classroom teachers with the agreed definitions of problem behaviour and the refusal of some teachers to change from negative discipline reactions to positive agreed responses.

The alignment between principals and staff for schoolwide procedures was less apparent in high schools than primary schools. The research of Flannery, Frank, Cato, Doren, and Fenning (2013, p. 270) provides possible reasons for this. Flannery et al. found that the larger population sizes, teenager culture and developmental age of students have a greater influence on the implementation of schoolwide systems in high schools than primary schools. Consistency of behavioural expectations from different teachers in high schools can be an issue, as there are many more teachers who come into contact with students across a school day. Furthermore, Fenning, Theodes, Benner, and Bohanon-Edmonson (2004) also suggested that high school discipline systems are often more complex than primary schools and are more likely to focus on negative consequences. Structuring a schoolwide approach

in any school takes more time and drive for those implementing a new initiative based on producing a consistent and positive approach to managing student behaviour. In a high school, due to the larger numbers, the process takes longer than in a primary school and has a greater number of possible obstacles. Therefore, responses from high school participants versus the primary school participants are more likely to be negative.

Teacher survey responses and principal interview data both indicated that leadership within the school was vital to the successful implementation of behaviour management practices. Flannery et al. (2013, p. 278) found that those executive who focused on pre-planning and establishing foundational components (e.g., schoolwide communication, team structure and organisation of data) for schoolwide practices were more likely to succeed. Furthermore, Richter, Lewis, and Hagar (2012), reported that one of the key components of a successful schoolwide implementation was through effective leadership. The pre-planning and establishment of understanding about schoolwide procedures as reported by principals involved many staff meetings; training for some staff on specific roles, such as a PBL coach; introduction of different schoolwide behaviour procedures by executives in school together with regional consultants; collection and reporting on behaviour data and staff agreement on procedures; and rules and consequences across the school.

Overall, staff were generally positive about the implementation of the schoolwide system and were generally aligned with principal comments that the schoolwide practices were in place in their schools.

Despite overall consensus that schoolwide procedures were in place for the LMG, the staff survey responses indicated that some survey participants rated some features of the schoolwide system as a high priority for improvement. For example, one feature in the schoolwide systems survey was problematic for most participants in schools. This was the provision of additional professional activities on behavioural strategies for teachers. Participants selected that this feature was mostly in place but had a high priority for improvement.

Staff commitment and consistency across the school were frequently commented upon by both teachers and the principals. The problem with consistency was identified in a study by Spaulding et al. (2008, p. 83), which investigated the office referrals of 1,510 schools across the US. The study suggested that there was variability within a school, such as teacher tolerance for student problem behaviour, inconsistent skills by individual teachers with student behaviour, and problems between executive staff and teachers in defining rules and procedures.

Therefore, inconsistent implementation of appropriate strategies by teachers and ineffective support by executive may occur across larger staff schools. The role of the leader in this scenario may be to factor this into planning and ensure that further need for supports are assessed and addressed within the framework of change (Fullan, 2015).

Fundamental change and commitment is not possible without the participation of everybody with a stake in the problem or issue (Missouri Department of Elementary and Secondary Education, 2013, p. 30). Securing staff commitment to the schoolwide system comes through strong leadership and effective school improvement processes (Missouri Department of Elementary and Secondary Education, 2013, p. 59). Commitment was also about continuing to minimise barriers from those individual stakeholders who had philosophical differences with core elements (Feuerborn, Wallace & Tyre, 2013) through the provision of ongoing professional learning and support by leaders and colleagues in the school. Therefore, reaching an agreement and revisiting commitment is essential.

The above situation would appear to commonly reflect the operational difference between primary and secondary research sites. For example, results from LMG1 showed quite different responses between the high school (HS1) and the primary school (PS1) as to whether three to five positively stated rules or student behaviour expectations were in place in their schools. A possible explanation for the difference could be that the high school had a number of subject faculty staffrooms rather than one general staffroom as in the primary school. Whole-school staff meetings were less likely to occur in the high school.

Communication of schoolwide processes in relation to the rules may have broken down. Staff may have been reliant on the faculty head teacher to reinforce or communicate detailed information. Whole-school staff meetings may have been complex in which to ensure all had understood and clarified the information required concerning rules. The challenge for high school principals, therefore, is to continue to work on effective communication practices and to review processes frequently to increase the “buy-in” of staff. The surveys reinforced that some school staff believed that this feature was not always well managed by principals and the executive staff in comparison with primary school staff.

Principals in the current study often commented on the improvement in the school climate after the implementation of whole-school approaches that focused on all teachers participating in developing a consistent schoolwide approach to managing problem behaviour. Teachers were less likely to use harsh discipline strategies and students seemed to be “better behaved” in many of the areas of the school, and engaged more with the school. Principals commented that they were less likely to have to manage discipline issues if there was a specific process in place as agreed by 80% of the staff (Pluye, Potvin, Denis, Pelletier, & Mannoni, 2005, as cited in Mathews, McIntosh, Frank, & May, 2013). This idea was supported by the classroom teacher survey participants, who believed that most schoolwide features were in place.

An effective principal is considered the key to ensuring sustainability of any school innovation (Coffey & Horner, 2012, p. 418). The principal drives to establish and sustain behaviour practices through consultation with teachers and families to obtain a common vision (goals and objectives), a common language (procedures and processes), and a

common set of experiences (routines and outcomes; Lewis et al., 2016). Coffey and Horner (2012) provided a sustainability survey to 117 schools across six states in the USA. The survey investigated eight schoolwide sustainability features such as shared vision, use of data, leadership, regeneration, communication and technical assistance (p. 412). The results of the survey suggested that if the administrator (principal) supported and encouraged school staff to embrace the eight core schoolwide sustainability features of the whole school mentioned above, used the collected specific data to make changes, and provided sufficient resources to maintain initial advances, then the whole-school component was more likely to be sustainable.

In the current study, it was evident from the teacher surveys and principals interviewed that all staff were engaged with establishing ways to assess the needs of the school for the current status of behaviour processes and improvement priorities. Needs assessments included, for example, how effective were whole-school rules and rewards, common problem behaviours such as being in out-of-bounds areas or being unruly outside classrooms, areas of problem behaviour such as bus lines and canteen lines, and assessment of classroom referrals for disruptive behaviour. Five out of the six LMGs had, or were implementing, the implementation protocols for PBL, which suggested beginning with the assessment of schoolwide behaviour challenges.

In addition, much of the literature on whole-school approaches, such as the schoolwide component of PBL and PBIS, suggested that at least 80% of school staff needed to agree with processes and systems within the school to be considered successful (e.g., see Bradshaw, Koth, Thornton, & Leaf, 2009; Flannery et al. 2013; Horner et al., 2010; Lewis et al., 2016). Survey participants did support the schoolwide systems, as only a small number (less than 10%) of classroom teachers selected that they were not in place.

The commitment of school staff to a common vision for managing problem behaviour in their school was the subject of a study by Filter, Sytsma, and McIntosh (2016, p. 1). They conducted a study of responses by 1,218 teachers and staff in the USA of their commitment to the implementation of the whole-school components outlined above. The results suggested that primary teachers were more likely to buy-in than high school teachers, which is also consistent with the current study where primary school teachers selected that the current status of features in the schoolwide component were more visible than high school participants (see Results chapter). Filter et al. (2016) also suggested that results such as these are often fluid and not always a consistent measure throughout implementation and may be dependent upon changes in student population or individual stressors. The current study also suggested that there were many other factors outside of, and within, the school that can affect acceptance, such as district-level support, quality of data, and the motivation of the principal. This was exemplified by teachers who had experienced difficult problem behaviour and perceived that executive staff were unsupportive.

As discussed in 6.2.3.2, one of the most important criteria for an effective whole-school approach is the involvement of parents and families within a school community (see, e.g., Emerson et al., 2012; Graham-Clay, 2005; McCormick et al., 2013; Queensland Education, n.d.). Many of the classroom teacher survey participants commented that parents were problematic and were not supportive of school programs. However, principals in this study provided much of the communication between school and families and invited families to participate in decision-making. Opportunities were given for families to participate in meetings and professional learning on disabilities, transition points and parent mentoring, and training sessions. The feature SW12 in the survey to school staff asks if parents were informed about how students should behave in school. The survey results indicated that about 60% of participants believed that this was in place. Although about 65% of participants also believed it needed improving, there were no comments that suggested how this would occur. However, some comments (see, e.g., 4.1.3.4) suggested that parents don't assist or care.

There seemed to be a lack of alignment between principals and staff of the importance of the role parents and community can play in supporting schoolwide systems. The importance of parents' and families' inclusion in a whole school was noted by Wheeler and Richey (2014, p. 37). The quote "professionals will be better prepared as partners and collaborators if they are understanding and accepting of the increasing diversity represented in families and the children who are members of that family" reinforces the need to understand the local community and the families of students within the school. The quote also highlights that being in partnership with parents, families and teachers further develops and enhances team accountability.

Inclusive policies suggest that engaging the school community, which includes staff, students, parent and the wider community, needs to be facilitated and led by the school executive (Lyons, Ford, & Arthur-Kelly, 2011). However, both formal and informal information sharing and gathering between all stakeholders needs to be a feature of schoolwide systems. Research asserts that parents and communities can directly influence student outcomes, the school climate, teaching practices, student engagement and the availability of resources in the school (Ainley, 2003, as cited in Emerson et al., 2012). Therefore, the involvement of both staff and community members can greatly affect how schoolwide systems function appropriately to provide the best outcome for all involved.

6.3.1.2 Non-classroom systems

Principals and teachers were aligned in their views that the non-classroom system was a high to medium priority for improvement. Acknowledging the unique culture of schools and the teaching staff, and understanding differences in students with problem behaviour were important. The process would take time, and for this study there was some satisfaction

expressed by all principals at the positive progress made by the school, with the majority of primary and high school staffs agreeing that it was mostly in place. However, three specific features attracted the most concern by survey participants (see NC7, NC8, NC9 in Appendix One). First, participants wanted more opportunities to upskill in non-classroom situations. Second, participants expressed a need to regularly review non-classroom procedures. Third, there was a consistent response by staff wishing to be more involved in evaluating the success of rules and procedures for non-classroom settings.

Many of the comments by teacher participants pointed to inconsistencies between different teachers and responses by the executive to specific students with chronic problem behaviour in the playground. Principals also mentioned that staff were inconsistent with their responses to specific students and expected the executive to remove those students from the playground. Although principals largely believed that there were well-defined rules and procedures in place, they saw that ineffective practice was often a feature of individual teacher response to students. Non-classroom settings such as playgrounds have been well documented in the literature as problematic for students and particularly those with behaviour problems (Conway, 2014; Liaupsin & Scott, 2008; Sugai, 2008). However, intervening in non-classroom settings has shown positive outcomes (Franzen & Kamps, 2008).

A non-classroom area, the playground, was also a point of discussion in McCurdy, Mannella, and Eldridge's (2003) report on positive support in urban schools in the US. They reported that those students who were prone to antisocial behaviours had the most problems on playgrounds due to a lack of structure in that environment. In the current study, the playground was highlighted as an area of difficulty for students with problem behaviour.

Despite the three features on the survey having lower scores for both high school and primary school staff, the overall survey showed that 79% of the high school participants and 85% of the primary school participants believed that non-classroom features were in place or partially in place. If the scores were taken as a whole, then it could be argued that there was alignment between staff and principals for this system based on the recommended 80% agreement (Dunlap et al., 2008; Lewis et al., 2016).

According to Liaupsin and Scott (2008), for less structured non-classroom environments, such as the playground, students who exhibit problematic behaviour need more focused instruction on particular routines and procedures and less negative interactions with teachers and other students. In the current study, the primary school principals with smaller student populations reported that students were provided with playground instruction (such as rules and consequences). Although high school principals aimed for consistent approaches by school staff, this was a slower process than in the primary schools; thus, the high school students appeared to be at greater risk of receiving more negative responses from teachers in non-classroom settings. In addition, Lewis et al. (2013) linked playgrounds to a school

being more effective in schoolwide procedures using consistent practices that were well communicated to staff and students.

A study reported by Todd, Haugen, Anderson, and Spriggs (2002, p. 50) on improving recess suggested that not all problem behaviours can be fully eliminated from the playground. However, using planned instructional approaches in classrooms, active supervision in non-classroom areas and positive reinforcement can help to reduce overall levels of problematic behaviour. It would seem that if teachers could increase their repertoire of strategies and had more avenues to feed back to the principal about their concerns, then less priorities for further improvement may be identified. The non-classroom system ratings would therefore be more aligned between teachers and principals.

6.3.2 Conclusions on whole-school practices

The adoption of a consistent and research-validated framework such as PBL has enabled many of the LMGs to follow a step-by-step process in schoolwide and non-classroom systems, and ensured that the procedures are understood and implemented by most staff as indicated in surveys. However, there were inconsistencies between what the principal perceived as effective versus some school staff. Individual students who exhibit problem behaviour on playgrounds were of great concern to some teachers, and the expectation was that principals would remove students or discuss removal procedures with more teacher consultancy. Yet principals felt that these problems were largely due to individual teacher's inconsistencies with the implementation of agreed rules. Larger high school staffs had more difficulty with implementing consistent procedures and were more likely to comment that procedures such as school rules were inconsistently applied by school staff or communicated by the executive. Schoolwide procedures were better implemented than non-classroom procedures, as reported by principals. Principals were largely responsible for providing the conduit between whole-school practices and parents and community. Teachers were not overly involved in this aspect in most of the schools but reported higher priorities for improving the current practice. Research supports that the principal is still the driving force behind the success of whole-school approaches, and his or her ability to manage and support the journey experienced by teachers and families is essential if these two systems are to succeed.

6.3.3 Classroom and individual systems

The current study revealed that there is less alignment between principals and classroom teachers on classroom and individual systems and less alignment for participants from high schools than primary schools. The overall summary of staff who completed the survey (see

Table LMG6-12 Summary of four systems for ALL LMGs) indicated that 52% of high school staff selected that classroom and individual systems were partially or not in place compared to 62% of primary school staff. The priority for improving classroom and individual systems also indicated that high school participants at 81% had higher priorities than primary school staff at 60%. Comments from participants were also indicating that they were unhappy or concerned about the lack of executive and specialist support in classrooms to remove or provide the support for individual students.

Classroom and individual systems have been grouped together initially in this discussion as classrooms and individual students within that classroom are the main responsibility of the classroom teacher. In classrooms, the teacher is expected to provide instruction that reflects the needs of all students in their class based on a predetermined curriculum. Ellis (2005) discussed research on effective teaching and concluded that the teacher needed to consider the student's learning ability and individual needs and provide relevant and accessible curriculum through good instructional techniques within the classroom. Research has clearly indicated that problem behaviour occurs if instructional techniques are inadequate, academic tasks are not adjusted and the classroom teacher is unwilling to make appropriate changes using positive approaches and relevant curriculum content (Al-Hendawi, 2012; Angus et al., 2009; Hunt, Wiseman, & Touzel, 2009; Pedota, 2007; Steer, 2009; Sugai, 2008). What is apparent is that if teaching and learning are productive within the classroom, then unproductive behaviour is reduced and positive social interaction occurs (Conway, 2014, p. 235).

6.3.3.1 Classroom systems

Survey participants indicated that within their classrooms there were regular routines, positive behavioural instructions, consistent consequences and teaching, and curriculum materials were being matched to student ability. In addition, procedures for behaviour were consistent with schoolwide approaches. However, overwhelmingly, survey participants indicated that although curriculum materials were being matched to student ability, many students did not experience high rates of success with academic tasks. An average of 85% of all high school participants and 76% of primary school participants selected either partially or not in place for the feature C9, which asked if students achieved 75% on academic tasks. Many of the comments referred to needing more assistance from principals and specialist staff and removal of those students who caused the most difficulty. Teacher comments reinforced the effect students had on their ability to teach rather than the concern of the individual student's engagement with material offered in classrooms.

There was a mismatch between the above and how principals perceived best approaches to managing student behaviour. While principals believed that the key to improved behaviour was a greater focus by teachers on improved learning outcomes and using better teaching

strategies, teachers reported that they were struggling with delivering a mandatory curriculum with enough differentiation to suit students with chronic behaviour who were disruptive; managing these behaviours was too difficult and time consuming and affected their ability to teach individual students with problem behaviour and other students in the class. This is discussed further in individual systems later in the chapter.

There is clear research support for the principal beliefs that improved classroom engagement practices on curriculum and learning by the classroom teachers would improve student outcomes and therefore create a more positive classroom. Research consistently indicates that for a student with problem behaviour to engage effectively in learning and improve behaviour, the best placement is in a mainstream classroom. Therefore, linking academic and behavioural skills within the social setting of a classroom appears to be vital for academic success (Gunter et al., 2002). Simpson et al. (2011, p. 232) suggested that programs and educational and positive support are only as effective as the teachers who apply them. It is the relationship between the teacher and the student that most affects what is occurring in classrooms.

Best practice for managing student problem behaviour centres on the classroom teacher as the key to ensuring that students with problem behaviour can effectively engage with both the social aspects and the academic aspects of school. That is, to engage students academically there is a need to also engage students socially. In her discussion on best practice and good teacher relationships in urban high schools, Wilkins (2014) reported that those teachers who have few discipline problems usually have better relationships with students and therefore less stress and greater job satisfaction. Hence, well-organised and orderly classrooms make a difference for students with problem behaviour.

Groom and Rose (2006) and Sullivan et al. (2014) reinforced that teachers need a broad range of differentiation strategies and knowledge of how to engage all students effectively in the classroom, including students with ED/BD or problem behaviour. If teachers can engage all students through better learning strategies, then there would be productive classrooms and productive learners.

Further support for engaging all students in the classroom is in many of the state and territory departments of education documentation in Australia. These suggest schools need to focus on engaging students in the classroom and in the whole-school experience. For example, the Quality Teaching framework research (Centre for Education Statistics and Evaluation, 2014) on the NSWDEC website on classroom management directs the reader to a report from the USA (see Greenberg, Putman, & Walsh, 2013, p. ii). The report reviewed 150 studies on research-based classroom management strategies and concluded that good classroom management practices involved rules and routines, praise and consistent consequences, and engagement with interesting and well-structured lessons that ensured all students participated actively. The report concluded that there needed to be direct teaching

of these skills to pre-service teachers so that they could effectively transfer them after graduation.

A mismatch between principal and teacher views can be a key impediment to introducing and maintaining effective behavioural interventions. Principals being able to understand a teacher's perspective on problematic behaviour in a classroom is an essential element of ensuring that effective prevention-focused initiatives have more success. For example, a teacher's perception could influence their choice of management strategy within the classroom and arguably towards an individual student (Dutton Tillery, Varjas, Meyers, & Collins, 2010, p. 87). Therefore, it is important for principals to consider how teachers view the difficulties they face in their classrooms and endeavour to address these issues by providing adequate support for teachers and individual support for students when classroom and schoolwide supports have failed.

What is clear in terms of the staff responses to classroom and individual systems was that principals understood that programs and strategies employed by teachers in their classrooms are only as effective as the teachers who attempt to apply them. Principals also understood that teachers' individual characteristics and willingness to commit to a positive behaviour support approach are key to effective relationships between teachers and learners (Simpson et al., 2011). In the current study, principals and most teachers agreed that much of the way forward in improving classrooms was through further professional learning in both behaviour strategies and modifying teaching practices to engage "disconnected" students.

Principals acknowledged that changing the practice of teachers in classrooms was a continuing focus for their schools. Principals reported working towards improving classroom practice by engaging outside experts and suitably qualified personnel, such as STBs and APBs, to offer professional learning. However, Simpson et al. (2011, p. 232) suggested that relying on external agents, such as special educators, to upskill teachers may not always be effective, as consultant staff need to base their professional learning activities on evidence-based practice and expertise, and this may not always be the case. Arguably, as suggested in the previous section, experts should also know about the community where the school is situated. The wellbeing and resilience of teachers is important when they are considering supporting individual students in their classrooms. It is important to ensure that there are approaches in place that will increase the protective factors and resilience of teachers against stress and burnout. Increasing the protective factors for teachers so that there is more effective instruction and behaviour support is essential to growing connectedness with colleagues and students. Additionally, resilience and self-efficacy increases colleague support. Teachers also receiving recognition for their work increases school connectedness with school matters and students (Kelm & McIntosh, 2012; Klassen, Perry, & Frenzel, 2012). This issue is discussed further in the following section on the individual system, where it was shown to have its greatest impact.

It needs to be noted that teachers tended to highlight students with chronic or more severe problem behaviour as the main issue in their classrooms as they caused disruption. However, the idea that only severe problem behaviour was the main issue in classrooms is not supported by research. A number of studies (e.g., Angus et al., 2009; Steer, 2009; Sullivan et al., 2014) reported that although there were occasional issues with chronic or severe problem behaviours, low-level behaviours were the most problematic as they were persistent and consistently visible. Low-level behaviour and how it is addressed in a classroom, as distinct from addressing chronic behaviour, was not a particular focus of principal comments on professional learning needs of staff. For example, principals (see 4.3.3.5, 4.4.2.5, and 4.5.3.5) referred to developing the skills of teachers in increasing improved instructional and differentiated learning opportunities for all students in classrooms so that students were less likely to use problem behaviour. One principal commented that improving classroom teaching was “*non-negotiable*” (PS5).

Research has reinforced that the ability to engage students in the learning process comes with relevant and targeted critical teacher instruction (Arthur-Kelly, Lyons, Butterfield, & Gordon, 2007); consistency in rules and procedures (Porter, 2007); emotional engagement (Hyde, 2013); and adopting assessment, teaching and learning strategies that support positive classrooms (Carrington & McArthur, 2012). In compliance with this view of best classroom practice, principals in the current study were particularly focused on providing resources and professional learning on how to engage students through providing opportunities for classroom teachers to improve their practice. All principals commented on developing the skills of classroom teachers to engage students. This is supported by the literature, where a number of studies reinforced that best practice involved improved learning, which equated to improved behaviour (see, e.g., Angus et al., 2009; Scottish Executive, 2004; Steer, 2009; Sullivan et al., 2014). Therefore the provision of ongoing professional learning for staff on how to engage students in the classroom was an important need.

Improvement in the skills of classroom teachers through a focus across the whole school was the subject of a study by Conroy, Sutherland, Haydon, Stormont, and Harmon (2009). The authors suggested that the application of a classroom-based model needed to be considered in a whole-school perspective. Essentially, this entailed a common approach and language about classroom management practices, a continuum of supports by professionals and learning opportunities for teachers, and a school focus on improved instructional strategies that engage students in learning. Teachers needed to have an agreed understanding and learn as a whole staff about best practices in recognising the strong link between disruptive behaviour and ineffective instructional strategies.

6.3.3.2 Individual student component

Of all four systems in the school, the individual system attracted the most comments by both surveyed teachers and interviewed principals. Both principals and teachers had many concerns about supporting students with chronic behaviour problems in schools. Their approach to addressing the concerns was very different. Teacher survey responses indicated they believed it was the responsibility of the principal and special education teachers to deal with or remove individual students, while principal interviews revealed that principals felt that all staff were responsible for providing an education in a classroom at the student's local school despite the chronic behavioural issues.

Teachers often expressed a desire for expert STB support for individual students with serious behaviour problems at the individual system level. As mainstream teachers they believed they lacked appropriate training to effectively deliver a class program. The support could take the form of either specialist assistance or removal from the classroom and placement in a specialist setting.

The overuse of STBs or "experts" to provide for schools was the subject of a review of the behaviour services in an educational region of NSW (Conway et al., 2003). Amongst the problems assessed in this report was a reliance on the STB to provide the strategies and behaviour support for individual students with problem behaviour and long waiting lists for STB support. The review suggested that there needed to be changes in the manner of supporting individual students with problem behaviour, within a wider school systems approach.

Some research supports that successful outcomes are facilitated when expert behavioural consultants work with staff (Department for Education, 2015). Simpson et al. (2011) argued that expertise such as special education trained teachers supporting a student with chronic behaviour was necessary to ensure that appropriate strategies and interventions were utilised. However, Jensen (2003, p. 37) suggested that there does not need to be specific therapy from trained behaviour therapists for students with chronic behaviour. Non-therapeutic measures, such as attention and positive regard by class teachers, may have greater benefits for engaging students and modifying their behaviour. Furthermore, the implementation and establishment of a team of behaviour experts may not necessarily directly involve the classroom teacher. For some survey respondents this would be a very acceptable outcome, as they commented that it was not their job as teacher or they were underqualified to teach students with chronic behaviour. Although Benazzi, Horner, and Good (2006, p. 160) suggested that while function-based support was a critical element of a larger schoolwide approach to positive behaviour support, the inexperience and limited knowledge of some team members can make a difference with individual behaviour support plans.

Principals in this study believed that a teacher's professional practice was the key. Principals reported that sometimes teachers perceived that they (principals) were not enacting sufficient consequences for students' actions by removing students from classrooms, suspending them from school or seeking alternate placements. Principals reported that responding to individual students with behaviour problems should be a whole-school approach and involve all within the school to support and adjust learning opportunities and provide differing behaviour supports. Hieneman, Dunlap, and Kincaid (2005) reinforced this notion and suggested that regular classroom teachers are all integral members of a team and should be involved with all processes within the school.

Professional learning was identified as a need by both teacher survey participants and principals. The key difference was in the focus of that professional learning. Rather than concentrating on how to support students with high behaviour needs in isolation, principals believed that the professional learning needed to be focused on developing the skills of classroom teachers to engage students in learning as a way forward to reducing the problem behaviour in classrooms. All teachers (and parents, community and students) need to be involved in the identification and development of the professional learning agenda. As discussed earlier, this needs to be in the context of a whole-school approach across all systems.

Being able to sustain support for individual students with problem behaviour within a school setting requires attention on a number of levels. Bambara, Nonnemacher, and Kern (2009, p. 161) and Bambara et al. (2012) suggested that attention to specific factors across a number of broad themes is needed, including school culture, leadership support, school structure, use of staff time, ongoing professional development, and family involvement. Each of these areas needs careful planning and consideration by all within the school, as well as commitment and communication of processes, procedures, and an agreed whole-school purpose.

Neel, Cessna, Borock, and Bechard (2003) suggested that the quality indicators in schools for students with chronic behaviour problems include effective classroom organisation, an integrated whole-school system of procedures and rules that aligns with classroom and individual processes, effective and affective teaching and learning in classrooms, individualisation of the learning and teaching program, engaging and quality academics, plus a connection with the school community and future goals. The integration of all these elements is a lot to consider when attempting to align procedures and processes within a school for an individual in a classroom.

One aspect of the movement from specialist to classroom teacher focused strategies is in the area of collecting data on student chronic behaviour. Despite teachers in the current survey wanting experts to conduct FBAs, it is not always needed in mainstream schools. While Caldarella, Williams, Hansen, and Wills (2014) reported on the effectiveness of

understanding the function of behaviour through specifically training teachers to conduct supports within the classroom based upon their understanding of the function of the student's behaviour, learning of these skills can be achieved by regular teachers, not just specialists such as STBs. Caldarella et al. (2014) also indicated that a teacher being able to implement appropriate strategies developed by just minimal knowledge of the function of a student's behaviour increased not only the engagement of the student within the classroom but also increased the skills and satisfaction of the teacher. Similarly, a study by McCahill, Healy, Lydon, and Ramsey (2014), who trained classroom teachers to conduct FBAs, concluded that a high standard of FBA skills was obtained by the teachers despite prior minimal training levels or experience. The studies by Caldarella et al. (2014) and McCahill et al. (2014) suggest that teachers can conduct a basic FBA to ascertain the function of the behaviour and therefore increase their knowledge base about the purpose of problem behaviour and improve their practice in the classroom.

Teacher stress from addressing individual student behaviour problems was strongly identified in some survey responses. For example, in LMG1 there were 13 comments from survey participants (see 4.1.3.4). Comments had many exclamation marks, which suggested that classroom teachers were highly concerned for individual systems. Also in the current study, classroom teachers were concerned that other students in their classes were not effectively engaging in class work due to other individual students with problem behaviour. Teachers commented that disruption by particular students meant that their own stress levels were increased and other students in the classroom could not effectively participate in learning.

However, a teacher influences how students respond. A study by Roache and Lewis (2011, p. 134) surveyed 145 primary teachers and 365 secondary classroom teachers on the impact of classroom management on student responses. They concluded that when students used inappropriate behaviours in the classroom, teachers often became agitated and responded punitively. This in turn generated more problematic behaviour from students. The study suggested that teachers are typically unaware of the influence of their negative interactions and how these can lead to reduced student engagement in classroom learning activities. An effective teacher using best practice in the classroom would, as a result, reduce the stress and burnout of teachers (Pas, Cash, O'Brennan, Debnam, & Bradshaw, 2010; Salkovsky, Romi, & Lewis, 2015). Conversely, those teachers who are not as concerned with including students with disabilities, have higher self-efficacy, and a positive attitude in classrooms are more likely to provide high-quality support and learning for all students (Sharma & Sokal, 2016).

According to Howard and Johnson (2004), teachers who exhibit stress have less resilience to manage difficult situations. In their review of the research on teacher resilience, Beltman, Mansfield, and Price (2011) concluded that individual teacher resilience was very complex. It

was dependent upon “... *scope of experience at the time of change, perceived competence and confidence in managing the emerging conditions, views on the meaning of engagement, and the availability of appropriate support within the context of change*” (p. 28). The coping mechanisms (resilience) or lack of coping was often commented upon by the teachers in surveys but not by principals. Some acknowledgement of difficulty by principals was given, whereas teachers were more explicit, provided details of incidences, and reported high personal stress. Again, this needs to be part of the professional learning agenda.

6.3.3.3 Conclusions on classroom and individual systems

What was apparent in the current study was that the implementation of a positive behaviour approach to learning and behaviour is complicated and challenging and all staff have to consider individual and classroom systems as part of a whole-school strategy. Feuerborn, Wallace, and Tyre (2013, p. 27) discuss how to effectively gain staff support for a whole-school approach, and proposed that schools will often struggle with implementation, as any systemic change is complex and often underestimated by leaders. The complexities that could be underestimated included the differences between teachers' perceptions and personal experiences with problem behaviour and their own resilience characteristics (Bambara et al., 2009, Howard & Johnson, 2004); lack of appropriate professional learning and preparation in both whole-school approaches and students with problem behaviour (Feuerborn et al., 2013; Oliver & Reschly, 2010); and a lack of principal and management support (Kincaid, Childs, Blasé, & Wallace, 2007). The current study did demonstrate that classroom teachers believed they satisfactorily managed their classroom for learning and behaviour but needed more skills for behaviour management. The exception was difficult students whom they believed should be removed. In contrast, principals believed that the essential ingredient for managing classrooms and individual students was to have good learning strategies within classrooms. Principals acknowledged that this was a problem in their schools and required increased professional learning. In contrast, teachers believed that the problem lay with the individual student, and the incorrect placement in the regular classroom was the responsibility of the principal and placed in other specialist classroom settings.

One of the possible reasons for the discrepancies in teacher and principal views about classroom and individual systems is the way in which the four systems were introduced and implemented. Many schools followed the staggered implementation approach recommended by the PBL framework. This is further discussed in the next section.

6.3.4 PBL as a theme in principal and teacher responses

Teachers did not feel supported by the school system and specifically by executive staff. This was partly due to the staggered implementation of a schoolwide approach, which targeted general school rules first. As an example, LMG1, LMG2, LMG3 and LMG6 all introduced schoolwide level first. Schools collected data on, for example, what behaviours are commonly problematic for all students, and areas of the school that cause concern. Teachers and parents established (usually) five basic rules such as “keep hands to yourself,” “respect belongings of others,” “arrive at class on time,” “keep within the designated areas,” and “be polite and friendly.” Students would engage in a number of sessions that introduced, taught and reinforced the rules. Schools would have reward systems and a set of consequences for breaching the rules. There was ongoing evaluation, celebrations of success, and further data collection to measure success or show the need for revision of plans. Teachers were given professional learning on how to reinforce agreed rules and reward students for appropriate behaviour, and strategies were put in place across the school to reflect the changes.

What was apparent for some of the participants in the survey was that although the schoolwide system was successful, it was not necessarily operational for individual students in classrooms. Therefore, PBL, for some of the teachers, was not functioning effectively and support from the executive was seen as inadequate. The PBL framework and implementation of schoolwide procedures has many positive results in the literature (e.g., see Lewis et al., 2016; McCurdy et al., 2003; Scott & Barrett, 2004). However, Durlak (2016, p. 336) argues that any program should not just be evaluated on positive outcomes for one area (such as schoolwide) but should also consider the implementation factors of the whole program. Durlak reinforced that monitoring implementation is an essential element for all programs and determines its true value. What seems to be problematic is that while schoolwide implementation was successfully occurring, processes and procedures were not clear for individual systems and teachers were distressed. This was often because the classroom and individual systems were not yet operationally in place, particularly in high schools. Therefore, PBL as a model was not the issue; it was the staggered approach to implementing only one system at a time.

The school principals who had implemented PBL in their schools and across the LMG were very positive about where they were positioned in the implementation phase for their school. However, within an LMG model it is important for schools to recognise at what stage they are at in implementing whole-school approaches such as PBL. For example, in LMG1, the high school had implemented schoolwide systems as well as non-classroom whereas the primary school (within the same time frame) had implemented all four systems. This would mean that this affects the way in which LMG provides support to its schools. Although an agreed approach such as PBL

within LMGs can share resources (such as the PBL coach), schools may be at different stages of implementation.

Algozzine et al. (2014, p. 4) developed a tiered fidelity inventory and assessment guide that advised those schools that were new to PBL to first start using the Tier One (schoolwide system) fidelity and implementation checklist. As they improved their implementation of Tier One, they should add Tier Two and Three assessments. The fidelity checklist included detailed assessment grids that listed the features as on the teacher survey for this study. Each of the features needed to be scored satisfactorily to gain an 80% agreement by staff. What was occurring in many of those schools implementing PBL was that only the schoolwide level had been put in place, with staggered inclusion of the other three systems yet to be put into operation in many schools (particularly high schools). Staff reported that they were not supported in the other three areas (non-classroom, classroom, and individual) and were markedly stressed by the lack of support from principals and the executive.

For example, the LMG1 primary school had more positive results on the teacher survey than the LMG1 high school, as the primary principal reported that they had implemented the four systems almost simultaneously while also still supporting teachers and classrooms within their existing behaviour approach. This indicated that principals needed to consider the implementation timetable of PBL, or any behaviour framework, and simultaneously provide support in whole-school, classroom, and individual features.

The principals of LMG high schools that had adopted PBL reported that they were introducing PBL in the recommended “staggered” approach so that the schoolwide and non-classroom systems were implemented and well established before the classroom and individual systems were introduced. In line with Freeman et al.’s (2013) recommendations, the introduction of these whole-school practices was usually led by a core team of executive and support staff, and the staggered approach meant that each new system could be integrated with the established procedures of the previous system. However, this sequential introduction of each system appeared to cause problems for high school survey participants in the current study.

In contrast, primary schools in the current study were more likely to implement all four systems together or introduce each new system within a shorter time frame than high schools. This allowed for a more integrated and “coherent” approach, as suggested in research on effective systems of support by Fullan (2015, p. 81) that principals must be aware that overload and fragmentation are natural tendencies of complex systems and must continually evaluate newly introduced systems and make suitable changes.

6.3.5 Conclusion of alignment between teachers and principals across systems

The identification and support of students with problem behaviour can be difficult when staff and school leaders are not in agreement with the *in-place* status of systems in the school and the features that need improvement. Working with the most vulnerable, and arguably the most complex students with behaviour problems, increases stress and burnout and lowers teacher self-efficacy (Howard & Johnson, 2004; Klassen et al., 2012). Some teachers who seem to be under duress place the blame for problem school environments on executive and school leaders.

With regard to the second research question about alignment between the views of principals and teachers, the findings from this study indicated that schoolwide and non-classroom systems of support for behaviour were largely aligned. However, when the focus was on an individual student with chronic behaviour problems in a classroom (individual system), staff tended to believe that managing the behaviour was the responsibility of those with expertise, other consultants, or the school executive, and that in extreme cases the only solution was to remove the student from the classroom or school. In contrast, principals considered that all students, regardless of the severity of their behaviour difficulties, were a whole-school responsibility and that successful student outcomes could best be achieved through improved teaching and engagement in the classroom.

A model for systems improvement is about building the capacity of teachers in a school to demonstrate improved classroom practices. This can be achieved through all involved with the school believing that learning is a valued outcome. The role of teachers involved retaining a student's interest in learning, providing a school environment where students respect themselves and others, recognising and supporting individual diversity, and by building a school community. Teachers in a school community, along with parents need to agree about the key knowledge, skills and the individual needs of students to assess the impact and effects of their teaching and the school on students. Teachers need to identify when students are not learning or excelling; most importantly, they need to share errors and successes, and constantly share the passion of teaching (Hattie, 2012, p. 150). Principals have a major role to play in supporting change in schools. Principals and teachers need to work together to fully achieve alignment across all behaviour systems supports within a school community. It is only through effective leadership and the establishment of adequate whole-school practices that teachers will feel supported in their classrooms to strive for more positive outcomes for students with problem behaviour.

6.4 Does the LMG Model Reflect Best Practice in Supporting Student Behaviour?

The third research question addressed whether the LMG model reflected best practice in supporting student behaviour. The LMG model had been operating prior to much of the research presented in the literature review and prior to the implementation of the NSW education department's state-wide *Local Schools, Local Decisions* (NSWDEC, 2011a) policy that distributed funds for schools to utilise locally.

The LMG model involves a government high school working with its feeder primary school on selected programs and the distribution of funds, personnel, and resources, which are determined by the management team. The principals from each school within the LMG for this current study were considered the management team for the LMG. The intent of the LMG model's establishment in 2005 was to empower schools to utilise the funding given to the LMGs for programs, resources and personnel that addressed the local needs (Student Services, n.d.). There were limited guidelines for expending resources.

Research has supported a model of schools working together for a common purpose. For example, Armstrong (2015) reported on the successful collaboration between local schools in England as having benefits for teachers' professional learning. A number of other studies internationally focused on school sites working together to achieve a local need, such as the Excellent Clusters in England (Ofsted, 2003b), and the sharing of a behaviour support teacher across a cluster of schools, as in New Zealand (New Zealand Ministry of Education, 2015c). Other system approaches discussed in the Literature Review have developed reports and policies about creating whole-school approaches such as *Better Behaviour in Scottish Schools* from Scottish Executive (2004) and the PBIS framework in the USA (OSEP, n.d.), which focuses on improving problem behaviour through the consistent use of a schoolwide approach (OSEP, n.d.).

Research on the PBIS model (the basis for the PBL approach used in the LMG schools in the current study) continues to be prolific through the nationally supported PBIS website in the USA (OSEP, n.d.) and PBIS's designated journal (*Journal of Positive Behavior Intervention*), which ensures its promotion as a model of excellence. However, searches of PBIS for schools collaborating together reveals only PBIS networking. Essentially, it is amongst schools supported by regional personnel of a PBIS coach and developing resources for implementation of PBIS in schools within a regional or district area. However, a number of positive outcomes, as suggested by Richter, Bailey-Anderson, and Lewis (n.d.), advocated that networking ensures that there is an expert PBIS coach providing skills to teachers in their schools about PBIS implementation; practice-based coaching, which involves knowing about the school needs; and an administrative hub that ensures

consistency and administrative support for schools in the region. LMG1, for example, shared three PBIS coaches amongst 14 schools within their LMG. All coaches were a staff member seconded from the primary and high schools.

Similar characteristics to the PBIS networking can be seen in the LMG model. The LMG can access experts such as STBs or use their own staff to provide expertise in areas such as best practice in curriculum content (e.g., Literacy, PD/H/PE). LMG school staff can also access group professional learning in classroom management, transition needs of students to high school, links to the greater school community to enhance understanding and needs of the community, and pools of resources and administrative support for funding that is targeted to the greatest priority of need across the schools. An effective LMG model is valuable as it utilises the collaborative partnership between schools to develop appropriate programs and procedures that consider the community, the teachers, and the students that focus on providing for all students for all of their schooling.

Many of the LMGs in this study worked in a collegiate way. For example, LMG4 (see Results Chapter Four) had cross-LMG activities such as high school and primary school teachers interacting and providing professional learning on various subjects. LMG5 shared professional learning days on engaging students from Kindergarten through to Year 12 and encouraged primary/high school collaboration for seeking state funding for whole community programs. Further, in LMG3, transition programs for students and parents were offered from Year 4 onwards, with orientation programs and information opportunities about the high school. Five out of the six LMGs had many programs that had high school and primary school students and staff moving between schools providing peer support, transition and educational programs for parents based on school and community needs.

Research suggests that best practice for the effective management of student behaviour is better considered as a whole-school approach and when it considers collegiate involvement of all in the school (see, e.g., Colvin, 2007; Flannery et al., 2013; McKevitt, & Braaksma, n.d.; New Zealand Ministry of Education, 2015c; Sugai, 2012). For example, in New Zealand (see 2.5.4), the establishment of the Community of Schools suggested forming a group of schools to share their collective expertise to enhance the learning and engagement of students based on the use of evidence-based professional knowledge working across the system (New Zealand Ministry of Education, 2015c, p. 3) and focused on the skills of collaboration with a whole-school and community approach.

For a whole school to be effective in providing for the learning behaviour needs of students, there must be consistent and evidence-based processes and practices, as discussed in the previous section. An effective school establishes needs and develops and enacts philosophies, processes and procedures in the four systems (schoolwide, non-classroom, classroom and individual) for learning and behaviour (Lewis et al., 2016). Research indicates that each of the four systems is necessary (Lane, Carter, Jenkins, Dwiggins, & Germer,

2015) to provide the best practice for working and supporting students with problem behaviour within a school. Schools that incorporate the four systems effectively are more likely to improve the engagement of students (Wolfe et al., 2015), have better results in learning programs (Freeman et al., 2015), and improved use of effective teaching and instructional strategies (Valenti & Kerr, 2014) from committed and consistent teachers and less student problem behaviour (Childs, Kincaid, George, & Gage, 2015). To support and reinforce this approach schools can develop a whole-community philosophy that considers a student's journey through all of their schooling from Kindergarten to Year 12. Schools can share their resources and expertise to enhance professional learning to ensure that approaches are consistent across all the school years.

Figure 6.1 illustrates the interconnectedness of all the levels, beginning with the mandatory overarching policies and resources (funds and personnel) in the outer ring that are allocated by the state education department. In the LMG model, the mandated policies and procedures are interpreted in reference to the local needs of communities within which the schools are situated. The next ring in Figure 6.1 is the LMG model where schools are allocated a number of resources and personnel to share. Within the LMG ring are the schools that aim to develop a whole-school approach and which contain the four systems (schoolwide, non-classroom, classroom, and individual) as an interconnected, coordinated approach. Although each of the schools are individual, at times they connect. This is illustrated in Figure 6.1 as the school rings overlapping. This could be principals meeting to discuss joint issues, shared professional learning, and shared community projects, or to develop shared approaches such as PBL.

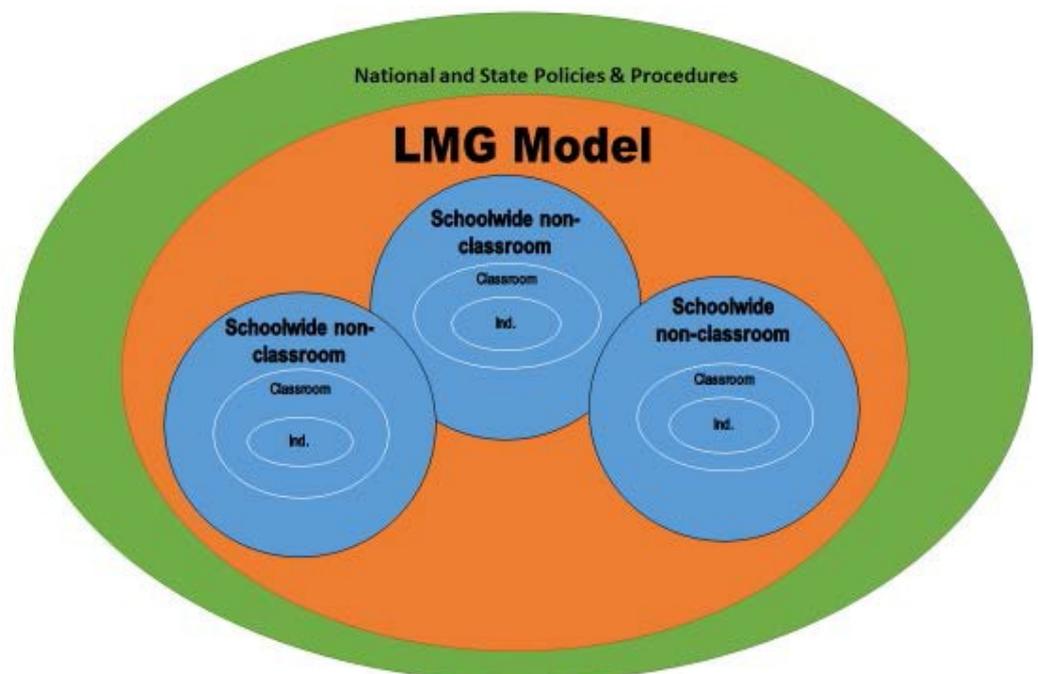


Figure 6.1 Local Management Group Model

6.4.1 Local Management Group model

The establishment of Local Management Groups (LMGs) in the researched educational region of NSW involved one or two high schools and their feeder primary schools in the local area. The LMG model utilised the expertise and communication between each of the schools within its local community. The LMG model needed to have each school within its area to be operating in an effective whole-school context, as outlined in the above section. The creation of a successful and operational LMG model was to consider all schools as equal partners and that schooling was a continuum of learning and engagement from Kindergarten through to Year 12 within that specific local community.

An effective LMG model encompassed more than sharing funds that were allocated by the regional office. One of the LMGs in this study (LMG2) only met once a term to distribute funds and didn't utilise the opportunity to collaborate further with other schools. In this LMG there was "a disconnect" between the primary schools and the high school, with little evidence that there was collaboration within the schools for behaviour and learning. However, there were some links made during transition from Year 6 to Year 7. The remaining five LMGs met frequently and focused on teaching, learning and behaviour, and provided collegiate principal and teacher colleague support across the schools on a regular basis.

There has been a paucity of literature that looks specifically at similar approaches to collaboration between schools. One report about how schools work together and collaborate for school improvement by Armstrong (2015) for England's Department for Education (DfS) reported that there was little research in this area. Much of the research in England came from high performing schools collaborating with lower performing schools. However, there were some significant findings in the report that were similar to the effective components of schools working together within the LMGs for this study.

Some of the studies that Armstrong (2015) cited (see Chapman, Muijs, Sammons, Armstrong, & Collins, 2009; Hill, Parish, Dunford, Rea, & Sandals, 2012; Stoll, 2015) suggested that there was a range of positive outcomes from schools working together. One of the most significant was the effective nature of shared professional development between schools. Teachers were able to share good teaching and learning practices and develop their own targeted and specific professional development days that reflected the needs of their local area. Stoll (2015) also supported the importance of shared professional development across schools in increasing motivation and willingness to "engage in professional dialogue" with other teachers and share resources. The willingness of staff to engage with other teachers outside their own school was supported by the LMGs in the current study. LMG principals provided school funds for teachers to meet with other teachers across, and between, LMG schools, and they developed locally based programs of support

for learning and behaviour.

In addition, Ainscow, Muijs, and West (2006, p. 201) investigated six case studies of difficult schools that collaborated in a variety of ways, including professional development of their teachers on teaching and learning aspects. The researchers concluded that schools collaborating can be a powerful means of strengthening the capacity of staff to address challenging aspects such as behaviour and learning. The research also suggested that there were increased opportunities for improved learning for students and raising expectations of both students and teachers.

Armstrong (2015) also suggested that collaborating with teachers from other schools increased the opportunity for school staff to take on leadership roles within and outside their own schools. This was a significant approach in LMG5 where the principals from the LMG encouraged their staff to take on initiatives, apply for grants and develop programs that benefitted all schools in the LMG.

There was little evidence in the current study that classroom teachers were aware of the LMG model as a system of support. There was not a question on the survey that allowed for a response to either the effective or non-effective components of an LMG, as the focus was on in-school student management. However, research by Sandals and Bryant (2014), reviewed how 10 systems (schools working together in a local area) were developing with the focus on the changing roles of schools, school leaders, and the challenging and positive factors that affected the changes. Sandals and Bryant (2014) concluded that each school's whole-school system was unique and were at different levels of success. Hence, each system comprised schools operating at different levels of success. This could cause problems while schools established common ground or, alternatively, could be positive as one school uses the expertise of another. However, the study reported that, largely, the collaboration between school staff across schools was driven by effective leaders with support by local authorities and the willingness of participants to encompass schools working together. Classroom teachers within the 10 systems in the Sandals and Bryant study initially needed motivation and encouragement to embrace working together. However, staff gained positive benefits such as improved collaborative strategies and increased professional knowledge of good classroom practices when willing to be involved. Sandals and Bryant further discovered that staff who were involved in cross-school collaboration were generally very positive and could see the benefits of working together.

Armstrong (2015, p. 4) also cited a number of common elements within the literature, which ensured that there was increased effectiveness when schools collaborated within their local community of schools, such as in the current LMG study. These elements included strong leadership, well-defined structures and processes, clear communication between all involved, and an understanding of the local context. Principals in the current LMG study commented broadly on the collegiate aspect of schools working together, focusing on the

local needs of their community. The changing of the names to collegiate terms such as *community of schools* and

displays of signs (see LMG4) in both primary and high schools reinforced that all schools within the LMG were working together as a community. Principals in the current study also provided many examples of their schools working together to pool their resources and use the expertise of their teachers to share teaching and learning and increase the capacity of teachers to improve professionalism.

6.4.2 The use of PBL as a unifying theme in LMGs

The preferred PBL framework that many of the LMGs were implementing across all the schools points to the desire to use the LMG model to ensure some continuity and sharing of resources for behaviour across the schools. Armstrong (2015) cites Chapman and colleagues (2009) who identified that strong collaborative partnerships would occur and would be maintained if the leader was forward thinking and open to collaboration as a way to foster trust and establish key critical friendships. The focus on PBL as a way forward, and the utilisation of colleagues within the LMG, had potential to further enhance the local community and create an expectation that behaviour was a continuum between primary school and high school education. One LMG (LMG1) used their own teaching personnel to coach and provide support across all schools. This increased the probability that staff would consider that PBL or other professional learning opportunity was not imposed from education authorities but developed within the school community and focused on school and community issues.

Leadership and collegiality are acknowledged by Lindsay et al. (2007) as important factors for successful collaboration between schools to occur. Rea, Sandals, Parish, Hill, and Gu (2015) further suggested that leaders need to have clear direction in what they see for their community and be flexible to make changes within their own schools that allow for change. This can be utilised for the LMG model whereby the LMG can ensure that the priorities are sustainable and go beyond the designated funding support offered. The LMG5 and LMG1 principals commented on their desire to create a sustainable PBL and that their LMG processes would continue if the principal left their position. It was important that the idea of a Kindergarten to Year 12 continuum of learning and behaviour remained a focus for their LMG and was communicated to staff and community.

The development of an LMG model as an overarching system of support that incorporated all four components within each individual school enhanced the local school community from Kindergarten to Year 12 and had many benefits for individual teachers, schools, shared funding and sustainability. Approaches such as the LMG model allowed for flexibility and a tailoring of preferred professional development in

both learning and behaviour. The LMG model incorporated the other three components in developing appropriate programs that increased the professional capacity of teachers to work more effectively in their own schools. Ultimately the idea was to increase the capacity of teachers to employ improved and sustainable programs of support so that students in their schools were more engaged with academic and social programs.

An LMG model, where all four systems are introduced simultaneously, implemented in unison, and integrated and supported by collegiate principals, allows better practices and processes to occur within the individual, classroom, non-classroom, and schoolwide components. Further benefits in supporting students with problem behaviour also occurred when an agreed framework such as PBL was applied consistently across all schools. There was potential for consistent frameworks to succeed with support of an LMG in a shared vision of processes and procedures that reflected the local learning and behaviour needs with improved access to engaged learning opportunities for students.

A number of studies suggested that schools working together as in the LMG model had many benefits, which included sharing of expertise from fellow teachers and increased development of teaching and learning skills (see Ainscow et al., 2006; Armstrong, 2015; Sandals & Bryant, 2014). Internationally, other education departments encouraged schools to work together because of the sharing of professional development opportunities and as a community-needs-based approach that focuses on the students within a community (see USA, England, Scotland, and New Zealand in the Literature Review). Additionally, as effective leaders are an important factor (see, e.g., Fan et al., 2011; Graham & Harwood, 2011; Helmer et al., 2015) in driving and supporting any school program, the LMG is a positive environment for providing personal support (Poirel & Yvon, 2014) and an avenue for discussing problems (Abdul Muthalib, 2003). Principals could also focus on establishing the communities' needs through good links with parents and families and the best way to share resources and involve all with decision-making.

Although the LMG model was a prescribed model from regional education departments, it has been beneficial to the LMGs involved in this current study. Principals saw the LMG model as a positive way to involve all their schools in establishing processes and procedures that increased their staff's capacities to establish appropriate programs. Education departments mandate improvement in learning/teaching outcomes and improved engagement of students, and the LMG models in this study focused on these priorities through schools having opportunities to work together. Principals in this study shared their allocated funds and personnel but also used their own school resources to achieve the aim of sharing. The LMGs in this study believed in committing resources to developing the Kindergarten to Year 12 learning continuum through increased professional learning for teachers. The LMG model offers many positive outcomes for schools in developing opportunities for schools to establish common links and practices in both behaviour and learning to ensure that students' needs are met throughout their schooling. The research

supports schools working together and teachers' professional learning through effective leadership practices and consideration of their local needs.

The LMG model also offered support for *distributed leadership* where "leadership" was as a collective purposeful social process through the collegiate interactions of the principals (Bolden, 2011, p. 251). Further, Harris (2009) suggested this form of leadership required trust and a willingness to collaborate. This is evidenced throughout the interviews with the principals their willingness to collaborate and the reported benefits for all staff. Moreover, Harris (2014) suggested that there is improved organisational performance for all if there is a positive relationship between shared leadership.

6.5 Conclusions

The conclusion to the three research questions (see 6.1) are as follows. The first research question asked about the effective elements of the LMG model. The LMG model offered many effective elements. The support and collegiality for a principal of other principals within their school community was considered the most important. The collegiality of principals and a focus on working together as a community of schools resulted in a greater focus on developing needs-based professional learning opportunities for all school staff. Targeted professional learning enabled teachers to focus on strategies, processes and procedures for managing problem behaviour, develop a common language, and use the expertise in their schools to increase the engagement of students across a Kindergarten to Year 12 continuum with better transitions from primary to high school. The use of a common framework (such as PBL or Community of Schools) increased the likelihood of consistent positive behaviour approaches across all schools. Increasing the engagement of students resulted in less problem behaviour, less stressed teaching staff and better outcomes for students.

The second research question asked whether the views of the teachers and principals were aligned with the implementation of the behaviour systems in their schools. Teachers were more aligned with schoolwide and non-classroom systems than classroom and individual systems. Where there were students with chronic and more severe problem behaviour on playgrounds or in classrooms, teachers preferred students to be removed by the executive or placed in alternate classes and schools. Less alignment between principals and teachers for classroom and individual systems were evident. Principals believed that the teacher was responsible for improved adjustment and support of students learning programs within classrooms, while teachers believed a principal or special educator was responsible for those students with problem behaviour. Both teachers and principals believed that there needed to be more professional learning and better communication between all school staff.

The third research question asked if the LMG model reflected best practice in supporting

student behaviour. The literature on students with problem behaviour reinforced that students belong in the classroom within their local schools. Teachers and families are the key components for students to engage successfully in their schools. The literature also supported the presence of all four systems of schoolwide, non-classroom, classroom, and individual systems operating simultaneously and effectively within a school to support both teachers and students. A number of studies and practices internationally supported schools working together. The literature supports principals, community and teachers working collaboratively to develop locally targeted programs that are focused on a Kindergarten through to Year 12 community of schools. Lastly, the literature supports collaboration between schools on providing professional learning opportunities for teachers that are supported by expert teachers from within the LMG schools. The use of a common framework for professional learning (e.g., PBL) further increased the potential for common rules, procedures and outcomes from Kindergarten through to Year 12. LMGs allowed for flexible approaches tailored to the needs of the community.

The following chapter provides a brief review of the study, including a context of the research, a review of the methods used, a summary of the results, and a discussion of the implications of the research findings. Finally, limitations of the study and suggestions for future research are considered.

CHAPTER 7 – Conclusion, Limitations and Future Research

This chapter provides a brief review of the study, including a context of the research, a review of the methods used, a summary of the results, and a discussion of the implications of the research findings. Finally, limitations of the study and suggestions for future research are considered.

7.1 Context of Research and Study Research Questions

Schools are complex settings. There are many different players who interact daily to develop an approach to managing behaviour problems that aims to engage students with school socially, emotionally, and academically. Students attend school from complex communities and enter a social network that at times can be confusing and a challenging experience. Students within the school can also provide a challenging experience for teachers and principals who need to cater for the many unique needs of individual students. School systems deal with competing demands from changing government initiatives, changing curriculum, pressures for academic excellence, school safety, mental health issues of students, and changing expectations of families and community. Principals are expected to lead their schools efficiently with reduced resources and provide professional and personal support to a variety of school staff, families, and students. The diversity of issues require a diversity of responses while managing problem behaviour effectively and efficiently so that they impact positively on students' learning and engagement.

There are limited studies that consider high schools and primary schools working together to effect change in managing student behaviour across a cognate set of local schools. This study provided evidence of the value of high schools and primary schools working together to achieve a consistent approach to managing behaviour in a student's schooling from Kindergarten through to Year 12. It is anticipated that the results from the present study will further inform school educators (teachers and executive), education systems, and departments of best practice in a cohort of schools and their communities when supporting students with problem behaviour, and ensure that effective student engagement with school and education occurs throughout the 13 years of schooling in Australia.

Three fundamental questions framed this research:

1. What are the effective elements of Local Management Groups as a model for

- behaviour management programs?
2. Is there alignment between the perceptions of principals and teachers for the effective implementation of behaviour systems in schools?
 3. Does the LMG model reflect best practice in supporting student behaviour?

7.2 The Research Process

The present study first sought to examine the perceptions of principals involved in an LMG through semi-structured interviews to determine which effective components were within the LMG for managing problem behaviour within individual schools. It also sought to explore the personal, school, and LMG system benefits for principals and how this affected their own schools to effect change for managing behaviour through support for students and school staff, as well as between primary and high schools in their LMG. The importance of principals effectively supporting and communicating with their schools and staff has often been acknowledged in the literature as key factors in the success of processes and programs for managing problem behaviour of students. The principal data provided responses to research question one.

Second, the study examined the perceptions of teaching staff within the individual schools of the interviewed principals within the LMG. The survey examined in-school systems (schoolwide, non-classroom, classroom, and individual) and teacher views on the current status and priority for improvement for each system. Staff also had the option to add comments within each system and for the school procedures overall. The analysis of survey data and principal data provided responses to research question two.

Third, the study aimed to identify those factors from research and the literature on best practice for managing student behaviour within a school and across schools that supported, or contradicted, the LMG model (research question three).

7.3 Research Methodology Overview

The study methodology employed a convergent parallel design (Creswell, 2014). Both qualitative and quantitative data were used to obtain a deeper understanding of an LMG model for schools implementing behaviour management programs. The methodology was a mixed method design and was characterised by a “nested approach” that gave priority to the qualitative component (the interviews), while the quantitative component (the survey) was embedded or “nested” (Biddix, n.d.). A purposive sampling technique was employed, as the LMG approach was considered a “special” or “unique” case as a major focus of the investigation (Teddlie & Yu, 2007). In addition, QRSNVivo10 was utilised as the tool for

searching patterns of coding and patterns of text (Richards, 1999, p. 423), and as a tool in the detailed analysis of large transcribed data extracts.

The quantitative data were obtained from summary rating scales on a survey; the qualitative data were obtained from open-ended questions on the survey as well as semi-structured interviews with principals and APBs. Utilising both qualitative (interviews) and quantitative (survey) research methods provided stronger evidence for a conclusion by merging the results from one method with results from the other method (Creswell, 2014). Both qualitative and quantitative data were collected simultaneously and comparisons made (Creswell & Creswell, 2009, p. 6). This study also employed a collective case study design (Stake, 1995- see Creswell, 2014) where the LMG was the unit of analysis. This collective case study included multiple circumstances that were described and compared to provide insight into the operation of the LMG and its components (Creswell, 2014).

7.4 Summary of Findings

The study identified the consistencies and inconsistencies amongst staff and principals when considering managing problem behaviours within their school. Results indicated that teacher respondents believed that general whole-school approaches (schoolwide and non-classroom systems) were in place in schools and had low priorities for further improvement. This aligned with the perceptions of principals, who reported that most staff were aware of whole-school rules and procedures and generally followed an agreed approach to supporting all students in the school. However, there was a small number of teachers who, in their responses to whole-school issues, focused on specific students who exhibited problem behaviour.

There were lower levels of agreement between teacher and principal responses in the cases of classroom and individual systems. Teacher surveys reported that some features of the classroom system were not in place and a higher priority for improvement. The study also identified the concerns from participants, and in the literature, around the inclusion of students with chronic problem behaviour (individual system responses). The results suggested that teachers were stressed and highly concerned about the inclusion of students with problem behaviour in their classroom. Some believed these students should be removed to alternate settings, taught by special education teachers, or removed by executive staff.

Principals believed that improved learning opportunities in classrooms would result from informed teachers who worked to improve the behaviour and learning of students in their classrooms through reasonable adjustments to behaviour, learning, and teaching. There would also be a stronger focus on how they as teachers related to all. Results from teacher comments, principal interviews, and literature best practice agree that improved professional learning for school staff may increase the understanding of the links between behaviour and

learning in classrooms. In addition, there needs to be strong principal leadership qualities and a commitment by all staff to a whole-school belief. These actions were supported by the literature where best practice suggested classroom teachers should receive support from specialists and effective leaders (such as principals) through increased professional learning opportunities and mentoring by experienced colleagues.

In terms of schools working together to support behaviour programs, the study identified the positives of schools functioning in an LMG model. The LMG would further support school management of behaviour by improving the professional learning and understanding of school staff conjointly with other schools in the local area. It was also seen as a way of supporting principals in implementing their own behaviour management programs. The study found that an LMG model has the potential to provide a more effective system of support if systems are currently in place in individual schools, and schools implement similar behaviour components within their local area. This would be usually served by a common framework that reflects the needs of the shared community and all schools being committed to considering Kindergarten to Year 12 as a continuum of learning and behaviour. The results of interviews and best practice in the literature suggested that the implementation of an LMG model must be led by a team of committed principals who support and offer conjoint professional learning opportunities on learning and behaviour for staff and utilise specialist staff (where needed) to enhance ongoing teacher professional learning. The role of enhanced support for parents and the community across the primary to secondary divide was also noted when schools worked as a team rather than in isolation.

The next section provides recommendations to ensure that the four school systems can be implemented effectively in individual schools and further enhanced through an LMG system.

7.5 Recommendations

The findings of this study suggest four main recommendations for addressing and improving how schools can be supported in managing student problem behaviour, which is critical for the successful engagement of all students. While the value of a model approach to schools is the key overarching recommendation, the value of that is directly linked to what schools do to support their own community of teachers, students, parents, and executive. Hence, the recommendations are addressed upwards from catering for students with severe behaviour problems (individual system), which were of most concern to both teachers and principals. Together with classroom, non-classroom, and schoolwide systems, each have a number of recommendations that were informed by the results in this study. The recommendations for the four systems are: (1) implement individual system responses through targeted professional learning, expert assistance (where needed), and research; (2) implement a focus on supporting classroom teachers through professional learning that focuses on

engaging student learning as a way forward in changing behaviour from disengaged to engaged; and (3) implement a whole-school component where all participants in schools are involved in shared decision-making, shared responsibility, and consistent and persistent whole-school responses to behaviour and learning. Finally, recommendation (4) endorses that schools be active members of an LMG model and develop learning and behaviour professional learning opportunities that focus on local needs and a commitment to a continuum of learning from Kindergarten through to Year 12. The underlying theme is one of targeted, enhanced professional learning for all staff in all LMG schools that supports engaging students in classroom through quality learning and behaviour expectations embedded in quality teaching.

7.5.1 Recommendation One: Implement individual systems support in a schoolwide framework

Formalised and agreed processes need to occur within schools when a student presents with severe and chronic problem behaviour. There are already government education department supports within the jurisdiction of the research study. These include special classes and alternate schools, specific targeted funding for teacher aides, some access to specialist teachers such as Support Teachers Behaviour (STBs), and, to a lesser extent, school counsellors. There are also mandatory Learning Support Team meetings that attempt to involve all but are often brief as schools have little time to have extended meetings. However, these meetings usually do not involve the classroom teacher to a great extent except when they have to implement an individual behaviour plan or develop a suitable plan with experts. However, these apply to a very small percentage of students and are the final, not first line, of support.

As reported in the Results, teachers in the survey who have students in their classes with severe or chronic behaviour have high degrees of stress, desire students to be removed from class, and want further improvement in the school handling of these students within the school. In contrast, principals would like teachers to have enhanced skills to support students in the classroom, have better understanding of their individual background, and place less reliance on expert assistance and the executive to remove students from the classroom.

It is recommended that the school examine local issues and community supports, and develop an approach based upon the needs of the student and family, the individual teacher's professional knowledge, and the use of a data derived from assessment procedure. The training and implementation of a research-validated assessment and planning procedure such as the functional behavioural assessment (FBA) would have a number of benefits for schools.

First, an FBA should occur for all students placed in the individual system, as it is a research-validated instrument that assesses the function of a student's behaviour within the context of relevant school systems. The outcomes should lead to an Individual Positive Behaviour Plan (IPBP; see Feature Four in Individual Systems [IS] Survey Appendix One), which focuses on replacing an identified behaviour of concern with a positive behaviour response. The classroom teacher needs to be actively involved in both the FBA and IPBP, as research shows that this is beneficial for both teacher and student. Classroom teachers can learn to conduct an FBA from professional learning from experts such as APBs. Knowing the what and how of an FBA and IPBP can provide new insights into why students use certain behaviours in certain situations, and the importance of appropriate consequences and adjusted behaviour and academic approaches.

Second, there should be consideration of teachers in the process of change for linking behaviour and learning. Principals need to be aware of the difficulty of managing individual students with severe and chronic problem behaviour in a classroom given that principals do not have to be in the room implementing the changes. Provision for further and targeted support for those teachers experiencing difficulty should be a priority in school planning. Executive teams could work with teachers, providing extra mentoring opportunities and time away from classrooms to plan for the student in their classroom in addressing both learning and behaviour. A colleague teacher who employs effective behaviour and learning practices could mentor and assist with planning and provide some team-teaching sessions. A school would need to budget time and some funds to assist in planning and implementation.

Third, teachers need ongoing professional training on specific and targeted instructional practices that can be implemented for individual students with severe and chronic problem behaviour. A majority of participants were concerned about consistency across teachers, between teachers, and the executive on the expectations of behaviour in and out of classrooms. The explicit teaching of expectations needs to be further explored through more targeted training for specific staff and could be implemented through funded multiple, spaced professional learning sessions. Teachers could use actual school-based case studies and work together in responding specifically and explicitly to the diversity and unique needs of individual students in their school and to ensure a greater consistency of practices. By working together as a school staff, there is a greater likelihood that the individual student becomes the responsibility of all rather than remaining as one teacher's problem.

Finally, principals and teachers through training opportunities need to explore strategies that consider whole-school proactive and reactive responses in a more explicit fashion for individuals with severe and chronic problem behaviour. Many schools have a set of rules and expectations of how students need to behave in certain situations, such as respecting each other and safe play on the playground. Through professional learning and using current best-practice research, whole-school staff could develop expectations that specifically include targeted individual students. For example, safe play can be articulated with specific

behaviours aimed towards the needs of students with specific behaviour needs, such as *Playing basketball on court two during second half of lunch using respectful talk and fair rules*. Further refinement for *individual-specific* actions of what behaviours “look and sound like” need to be employed to reflect a student’s IPBP.

7.5.2 Recommendation Two: Implement classroom component

The classroom is considered the most appropriate location for students with problem behaviour. A majority of problem behaviours that cause the most concern for teaching staff is actually minor disruptive behaviour, as outlined by a number of studies and reports. Schools need to look at their data and, if this is the case, teachers may need to enhance their teaching and learning strategies to ensure that students with disengaged problem behaviours are more involved with learning, feel they are successful with learning, and have adjusted and supported programs for learning in classrooms (if needed). There are five recommendations for the classroom component.

First, school staff need to make a commitment to improving the engagement of students within the classroom as a key priority so all students remain in classrooms and engage with appropriate learning content. A school ethos needs to be established that sees that all classroom teachers are responsible for improving the learning, adjusting the learning, and providing suitable content with the aim of improved academic outcomes for all.

Second, school staff will need extended professional learning opportunities to develop a diverse and targeted range of strategies that are suitable for specific students and/or specific classrooms (particularly in high schools). Some classroom teachers may need further opportunities and support from executive or expert teachers to act as a mentor or they may be involved in team teaching to support the development of better learning programs.

Third, school staff need to have the opportunity to plan consistent learning approaches and share resources across faculties or the grade level that focus on engagement with learning content. The development of adjusted learning for students with problem behaviour can be explored and developed with the assistance of special educator expertise or leading teachers (in secondary) within subject areas. The aim is to ensure that resources are retained and shared not used just once.

Fourth, school staff need to be able to assess problematic areas (such as differentiation of academic content, adjusted classroom management strategies) and work together to develop solutions. Using a framework like the Quality Teaching Framework (Department of Education and Training, 2006) allows staff to assess colleagues’ classrooms objectively, and focus on the learning outcomes to develop more suitable instructional practices, and

assessment and evaluation procedures that reflect the school's aims. A colleague viewing another classroom can assist in identifying who is disengaged and what areas may need further change. The principal and leading staff need to establish a climate of trust between staff members through regular communication and positive professional learning opportunities so that all teachers feel that they are part of the school, see that their feelings are important, and utilise many of the untapped skills and experience of school staff and executive.

Finally, schools need to involve families in developing suitable classroom-based programs that reflect the school aims and focus on engagement in school. Parents often attend meetings or possess knowledge of the problem behaviour of their child, but know less about how the learning deficits could be addressed to improve behaviour. Including parents in professional opportunities or providing specific programs on engagement and learning can refocus parents on the importance of learning and being engaged with schoolwork. It creates a partnership between teachers and parents in improving the learning outcomes of their child and reinforces the main aim of the school.

7.5.3 Recommendation Three: Implement whole-school component

There is considerable literature on the benefits of whole-school approaches, which includes schoolwide and non-classroom systems to behaviour and learning. In addition, many government educational websites also refer to a whole-school approach as the preferred method to ensure that staff have a consistent attitude to managing student behaviour and are increasing learning and engagement opportunities.

First, schools need to follow a structured approach, such as PBL, or a school-devised system, such as a community of schools (LMG4). It requires a leader (or a coordinating team of staff) with representatives from all areas to organise, gather, and communicate data results. The principal has a key role in seeking funds for staff to be released from face-to-face teaching duties and reinforce collaborative school aims. Initially, the principal should lead the process.

Second, staff need further opportunities to re-evaluate the existing whole-school component on a regular basis. Staff composition and student population change, so regular updates and attention to further gathering of data, reporting at staff meetings, and systematic communication channels (such as weekly emails, newsletters) would be beneficial in creating further learning opportunities for reconfigured school membership.

Third, rotating participants of organising committees over time would also ensure that all staff would be more committed, and have increased understanding, of the process. Some staff in this study reported dissatisfaction with the whole-school processes and leaders and

committees within each school. By rotating the committees and organisers, there is a better chance that more will be involved in the process of ensuring the whole-school component remains within the school and increasing their commitment to the process.

Finally, there needs to be a school commitment to the practice of improved classrooms and increased learning opportunities for all students. This can be achieved through school professional learning opportunities for staff and an understanding of how to access and adjust the curriculum in relation to agreed local requirements.

7.5.4 Recommendation Four: Implement Local Management Group system

The LMG model approach is a system of support for all the schools within a designated local area. It usually involves a group of collegiate principals meeting regularly to discuss and allocate funding and personnel between (usually) one high school and its feeder primary schools. Principals make decisions based upon an agreed management structure and implement decisions as a local group of schools. There are five recommendations for an LMG model approach.

First, the principals who are at the core of the LMG need to commit funds and personnel (such as STBs, PBL coaches, professional learning monies) to a pool of resources that address the needs of the local group of schools. Rather than evenly distributing any state jurisdiction funding between individual schools, principals need to develop a set of agreed guidelines with the ideal of shared resources and commitment to the continuum of Kindergarten to Year 12 as an LMG priority. If principals agree that PBL, for example, is the preferred framework to use for behaviour and learning, then a commitment to implement it with fidelity and share the resources across all schools in the LMG is fundamental to success.

Second, LMG principals need to make a commitment to implement and strengthen the Kindergarten through to Year 12 continuum of expected student behaviour across the schools. This would involve ensuring that each of their schools are committed to a whole-school component that considers a common set of behavioural expectations across each of the primary schools and the high school, use of a common language, and a common set of defined behavioural expectations. This could be ensured through shared teacher professional learning sessions between schools that build explicit behavioural teaching practices designed for implementation back in their own schools. Regular reviews and interschool exchanges between teachers would increase the likelihood that a consistent set of expectations and language were used. Schools should therefore explore strategies to transform whole-school expectations (including positive and negative consequences) into LMG expectations.

Third, there should be continued professional learning for school staff to improving skill levels in instructional academic issues as well as behavioural issues, as discussed above.

This could be achieved through cross-school intercollegiate professional learning days and opportunities. Primary and high school teachers can reinforce their areas of expertise and provide professional learning for each other. Establishing a climate of sharing between high school and primary school teachers ensures a commitment to supporting students in the local area and considers the community as a continuum of learning through all the years at school. Principals would need to share resources and funding to ensure this cross-collegiate professional learning occurs.

Fourth, it is important that when schools are implementing an agreed framework such as PBL or a community of schools that each component is assessed, introduced, and implemented simultaneously. This study found that implementing only one component at a time causes disharmony and stress amongst staff, with decreasing commitment to the process of improving and changing school structures. The implementation of simultaneous systems across each of the schools can be supported by targeted funds and personnel from the LMG from the initial stages to ongoing reviews of the implementation. Establishment of committees of staff that are regularly rotated and include across-school membership will ensure that there are more opportunities to share resources, increase professional learning, increase skills, and offer alternative approaches.

Finally, departments of education need to provide a specific framework and best practice for developing an effective LMG model approach, with supported funding and personnel to enact an LMG with fidelity and accountability. Departments of education need to provide a set of guidelines that ensure LMGs work together on projects that highlight the Kindergarten to Year 12 continuum of learning and behaviour. Allocated funds and personnel should be targeted on joint projects between and across schools, rather than evenly allocated for each school. The decisions on the spending of those funds should be made by LMG members, who would be accountable for their decisions.

7.6 Limitations

There are several limitations to consider in the generalisation of the findings from this study. These concern the number of participants and the small geographic area of participating LMGs within a single educational jurisdiction.

First, a limitation of the study was that the data contained perceptions of a small number of teachers, which may or may not be the reality of the whole-school staff in each school or of the LMGs. There were 150 surveys collected from 593 teachers and executive staff (approximately 25%) across 12 schools. However, numbers of staff in schools were obtained from school website staff numbers and are not indicative of part-time staff or non-teaching staff (e.g., itinerant teachers or school counsellors based at the school with no teaching load). However, even with a low return rate overall, there appeared to be no survey response bias, with a range of positive and negative views expressed by participants, these

were relatively consistent across the schools. Some of the negative comments in surveys were from a small number of participants in each school and were considered illustrations of problematic areas from the survey rather than determining the overall response to features within the survey.

Second, the findings of this study should not be considered as representative of all schools in Australia. The study consisted of government schools in an educational region of NSW. However, it could be considered a reasonable representation of the views of those schools involved in an LMG cohort approach. Originally, a number of LMGs were invited to interview through a random selection of all LMGs within the educational region. However, due to only four LMGs accepting and a large number declining participation, other means of inviting LMGs were employed. After email exchanges from regional education staff introducing the researcher to principals, two more LMGs agreed to participate. The additional LMGs that agreed to participate after this process were not part of the original random selection process.

Further, the application of the finding to Catholic Education or the Association of Independent Schools, the other two educational jurisdictions in each state and territory, cannot be assumed, as each jurisdiction has different models of intra-school management of student behaviour and of inter-school collaboration.

Third, while the research presented in the literature and this study focused on the perception of a principal and the importance of their role as principal, and to a minor extent Assistant Principals Behaviour (APB), there is also a need to further examine the impact of other school executive such as deputy principals, assistant principals, head teachers, and regional consultants, and their relationship with the LMG and management of problem behaviour. Exploration of regional and state support personnel and policies may also offer further insight into the effectiveness of local management issues and future directions.

A strength, as opposed to a limitation in this study, was the researcher's own extensive knowledge of policy and procedures in schools, which also increased the field validity of this study. The researcher's educational background and experience as a behaviour teacher (STB), meant principals were able to freely discuss educational terminology, structures of implemented programs, and educational systems without the need to explain each.

7.7 Further Research

This study offers support for the implementation of the LMG model approach with all local schools engaged. Further research needs to be ongoing relating to the success and the problems that are associated with establishing an LMG; exploration of LMGs that are well established; ways of maintaining an LMG through changes in departmental policies and

principals; the development and maintenance of targeted resources; support from education jurisdictions, such as funding and allocation of specialist support personnel; and ongoing targeted professional learning strategies and their translation to classroom practice.

Principals were supportive of the operation of the LMG model approach to supporting management of student behaviour programs within and between schools. The strengths of personal support and staff support through common approaches and professional learning opportunities for school staff were seen as key positives. The LMG model approach has the potential to operate in other jurisdictions.

As there were small return rates of surveys and small numbers of interviews, this study could be replicated in a larger study across an educational region of NSW. This would provide additional information on ways to improve implementation practices and would inform educational jurisdictions and leadership groups on the management of behaviour in schools with a focus on the Kindergarten to Year 12 continuum of learning and behaviour.

As PBL was a factor in this study, and it is implemented in an increasing number of schools, particularly in NSW, further exploration of a larger cohort of schools involved in PBL across NSW and other states is needed to obtain information and compare between schools at similar stages of implementation of PBL. This has the potential to inform schools of improved behaviour approaches in areas such as transition between primary and high school, professional development of teachers, developing leadership qualities, and engagement of students with behaviour problems in classrooms. A larger study in Australia of PBL and the value of LMGs would have an impact and add to the large body of research emerging from the USA about PBIS.

7.8 Final Words

Currently, school leaders have to make careful decisions with limited budgets and personnel on how to manage and maintain high levels of educational fidelity while catering to the individual needs of students. The LMG model enables schools to make decisions about how to support their local community and improve the outcomes for their students through shared systematic behaviour management approaches and effective professional learning of teachers. The advantages of schools working together and pooling resources and expertise will improve both the learning and behaviour outcomes for all students. This contributes to the literature on improved behaviour management approaches through developing the professional learning of teachers, informed leadership practices, whole-school approaches, and improved engagement of students with problem behaviour in schools.

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Appendix Eleven – Detailed results of Six LMG Case Studies

Survey of staff on the management of student behaviour in your school

School code: (only for researcher identification)

Position in school: (please circle) EXECUTIVE CLASSROOM TEACHER

Gender: (please circle) FEMALE MALE

Years teaching experience: _____

Years at this school: _____

This survey is asking your opinion of how behaviour is managed in your school. You are asked to indicate two responses. On the left-hand side you should indicate what you think the current status of that feature is and on the right-hand side, the level of priority for improving that feature. There are four components to the school management of behaviour to consider: school-wide management, non- classroom management, classroom management, and individual student management.

If you would like to offer any comments there are spaces provided in each section. This survey is confidential and no names or identifiable information is retained.

Please complete the survey and return in the Reply Paid envelope by The address for returning is:

**Judith Christenson-Foggett, Special Education Centre, University of Newcastle,
University Drive CALLAGHAN, 2308**

Contact details: Judith.Foggett@newcastle.edu.au Phone: 49217154

Thanks for your participation.

Survey of staff on the management of student behaviour in our school

This survey is asking your opinion of how behaviour is managed in our school. You are asked to indicate two responses. On the left-hand side you should indicate what you think the current status of that feature is and on the right-hand side, the level of priority for improving that feature. There are four components to the school management of behaviour to consider: school-wide management, non-classroom management, classroom management and individual student management. There is extra space for other comments at the end of each section.

SCHOOL-WIDE SYSTEMS

Current status			Feature	Improvement priority		
<i>In place</i>	<i>Partially in place</i>	<i>Not in place</i>	<i>School-wide is defined as involving all students, all staff, & all settings.</i>	<i>High</i>	<i>Med</i>	<i>Low</i>
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviours* are taught directly.			
			3. Expected student behaviours* are rewarded regularly.			
			4. Problem behaviours (failure to meet expected student behaviours) are defined clearly.			
			5. Consequences for problem behaviours are defined clearly.			
			6. The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear.			
			7. School-wide options exist to allow classroom instruction to continue when problem behaviour occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behaviour support planning and problem solving.			
			10. The school executive are active participants in the behaviour support team.			
			11. Staff receives regular feedback on behaviour patterns.			
			12. The school has formal strategies for informing families about expected student behaviours at school.			
			13. Additional behaviour training activities for students are developed, modified, & conducted based on behaviour data collected by the school.			
			14. All staff are involved directly and/or indirectly in school-wide behaviour interventions.			

* *Expected student behaviour is behaviour that is consistent with school rules*

NON CLASSROOM SETTING SYSTEMS

Current Status			Feature	Improvement priority		
<i>In place</i>	<i>Partial in place</i>	<i>Not in place</i>		<i>High</i>	<i>Med</i>	<i>Low</i>
			<i>Non-classroom settings are defined as particular times or places in the school where appropriate student behaviour is expected (e.g., hallways, playground, canteen, bus waiting areas).</i>			
			1. Expected student behaviours* apply to non-classroom settings.			
			2. Expected student behaviours* are taught in non-classroom settings.			
			3. Staff members actively supervise students in non-classroom settings.			
			4. Rewards exist for positive student behaviours in non-classroom settings.			
			5. Non-classroom settings are modified to make supervision easier (eg. canteen lines).			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces at any time.			
			7. Staff receive regular opportunities for developing and improving active supervision skills.			
			8. The behaviour management practices are reviewed regularly.			
			9. All staff are involved in evaluating the management of non-classroom settings.			

* *Expected student behaviour is behaviour that is consistent with classroom rules*

Non-classroom settings (see this page)

If there are any *comments or suggestions* on the management of student behaviours in classrooms you would like to add, please use the space below.

.....

.....

.....

.....

.....

School-wide settings (see previous page)

If there are any *comments or suggestions* you would like to add concerning the management of individual students with chronic behaviour problems in the school, please use the space below.

.....

CLASSROOM SYSTEMS

Current status			Feature	Improvement priority		
<i>In place</i>	<i>Partial in place</i>	<i>Not in place</i>	<i>Classroom settings are defined as instructional settings(eg. classrooms, fields etc) in which teacher(s) supervise and teach groups of students.</i>	<i>High</i>	<i>Med</i>	<i>Low</i>
			1. Expected student behaviour* & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviours are defined clearly.			
			3. Expected student behaviour* & routines in classrooms are taught directly.			
			4. Expected student behaviours* are acknowledged regularly.			
			5. Problem behaviours receive consistent consequences.			
			6. Procedures for expected & problem behaviours are consistent with school-wide behaviour procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs.			
			8. Teaching and curriculum materials are matched to student ability.			
			9. Students experience high rates of academic success (greater than 75% correct on tasks).			
			10. Teachers have regular supervision, mentoring, training and development.			
			11. Transitions between teaching activities are efficient & orderly.			

* *Expected student behaviour is behaviour that is consistent with classroom rules*

Classroom settings (see this page)

If there are any *comments or suggestions* on the management of student behaviours in classrooms you would like to add, please use the space below.

.....

.....

.....

.....

.....

Individual settings (see next page)

If there are any *comments or suggestions* you would like to add concerning the management of individual students with chronic behaviour problems in the school, please use the space below.

Appendix Two

HUMAN RESEARCH ETHICS COMMITTEE



Notification of Expedited Approval

To Chief Investigator or Project Supervisor: Associate Professor Ian Dempsey
Cc Co-investigators / Research Students: Mrs Judith Christenson-Foggett
Mrs Kathleen Cunliffe-Jones
Re Protocol: Educators' views of the effectiveness of behaviour management models involving school partnerships
Date: 29-Jun-2009
Reference No: H-2009-0160
Date of Initial Approval: 25-Jun-2009
Approved To: 24-Jun-2012

Thank you for your **Initial Application** submission to the Human Research Ethics Committee (HREC) seeking approval in relation to the above protocol.

Your submission was considered under **L1 Low Risk Research Expedited** review by the Chair/Deputy Chair.

I am pleased to advise that the decision on your submission is **Approved** effective **25-Jun-2009**.

Approval is granted to the date indicated above or until the project is completed, whichever occurs first. If the approval of an External HREC has been "noted" the approval period is as determined by that HREC.

The full Committee will be asked to ratify this decision at its next scheduled meeting. A formal *Certificate of Approval* will be available upon request. Your approval number is **H-2009-0160**.

If the research requires the use of an Information Statement, ensure this number is inserted at the relevant point in the Complaints paragraph prior to distribution to potential participants You may then proceed with the research.

PLEASE NOTE THE FOLLOWING:

1. Application
For noting:
We note the pending application for SERAP approval, and a copy of this approval should be forwarded when available.
2. Participant Information Statements
For noting:
 - a. Delete repeated sentences, 'The venue for the interview...location.'
 - b. In general, the minimum retention period for research data is five years beyond publication, rather than the seven years stated in the PIS.
3. Survey
For noting:
Information about the project title, the researchers, and contact information for research supervisor should be provided on the cover sheet of the survey.
4. Part G1 - Declaration by Applicants.
Please resubmit this page with the signature of Mrs K Cunliffe-Jones.

Appendix Three



Education &
Communities

Mrs Judith Christenson-Foggett
SPECIAL EDUCATION CENTRE,
UNIVERSITY OF NEWCASTLE,
UNIVERSITY DRIVE
CALLAGHAN NSW 2308

Dear Ms Christenson-Foggett

SERAP Number **2009055**

I refer to your application to conduct a research project in New South Wales government schools entitled *An effective model across partner primary and high schools in the management of student behaviour in mainstream schools*. I am pleased to inform you that your application has been approved. You may now contact the Principals of the nominated schools to seek their participation. **You should include a copy of this letter with the documents you send to schools.**

This approval will remain valid until 24/06/2012.

The following researchers or research assistants have fulfilled the Working with Children screening requirements to interact with or observe children for the purposes of this research for the period indicated:

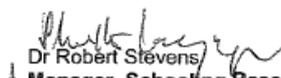
Name	Approval expires
Judith Louise Foggett	24/06/2012

I draw your attention to the following requirements for all researchers in New South Wales government schools:

- School Principals have the right to withdraw the school from the study at any time. The approval of the Principal for the specific method of gathering information for the school must also be sought.
- The privacy of the school and the students is to be protected.
- The participation of teachers and students must be voluntary and must be at the school's convenience.
- Any proposal to publish the outcomes of the study should be discussed with the Research Approvals Officer before publication proceeds.

When your study is completed please forward your report marked to Manager, Schooling Research, Department of Education and Training, Locked Bag 53, Darlinghurst, NSW 2010.

Yours sincerely


Dr Robert Stevens
Manager Schooling Research
Student Engagement and Program Evaluation
24 October 2011

Appendix Four

Dear _____ ,

Thank you for agreeing to consider having an interview. Please see the following points that outline the themes for discussion with you during interview. The first question that I will ask is “tell me about your LMG.” The interview is not limited to the following points but is guided by our discussion.

- The effective components of the LMG
- Challenges of the LMG
- How you utilise the funds and personnel
- Roles of high schools/primary schools for behaviour.
- Role of district/regional personnel/funds
- How student behaviour is addressed in your school and in the LMG.
- Future directions

Kind regards

Judith Christenson-Foggett

Appendix Five

From:
Sent:
To:
Subject: LMG research

Dear.....,

I am conducting research into behaviour and Local Management Groups (LMG) for my PhD. I am currently conducting some research into the LMG approach and the management of student behaviour which includes PBL. However, your school does not need to be involved in PBL to be a part of this research.

I am writing to invite you to participate in some research about how you manage student behaviour within your LMG and may include PBL. This would mean you allowing me to interview you for about 20 to 30 minutes and to allow staff to complete a survey. This may involve a 5 minute explanation at a staff meeting if required. The completion of the survey is voluntary by staff and would be collected at a later date.

The LMG is a very unique approach internationally and it would be great to explore this in research to add to the world stage on the management of behaviour in schools. I am really interested in your views. The themes we will explore will be:

- The effective components of the LMG
- Challenges of the LMG
- How you utilise the funds and personnel
- Roles of high schools/primary schools.
- Role of district/regional personnel/funds
- How student behaviour is addressed in your school and in the LMG.
- Future directions

Please see attached a greater explanation of the research focus. The research has received both university and NSWDET ethics approval.

Thanking you
Kind regards
Judith Foggett

Principal Information Statement for the Research Project:

Educators' views of the effectiveness of behaviour management models involving school partnerships

March 2014

You are invited to participate in the research project identified above which is being conducted by Judith Christenson-Foggett. The research is part of Judith Christenson Foggett's PhD studies at Flinders University, supervised by Professor Robert Conway.

Why is the research being done?

Local Management Models (LMM) and Local Management Groups (LMG) have been used in recent years to support students with behaviour problems in this region. While these approaches show good prospects for assisting students, Australian and international research is lacking on the effectiveness of these models. This research project will conduct a limited examination of these models by checking on teachers' and Principals' views of our current processes of support.

Who can participate in the research?

Principals or leading representatives attending their local LMG within Lake Macquarie, Newcastle, Maitland and Central Coast education areas of the Hunter Central Coast region of NSWDEC plus the attending Assistant Principal Behaviour (LAST). **All teaching and executive staff** from these schools are also invited to complete a survey

What choice do you have?

Participation in this research is entirely your choice. Only those people who give their informed consent will be included in the project. Whether or not you decide to participate, your decision will not disadvantage you.

If you do decide to participate, you may withdraw from the project at any time without giving a reason and have the option of withdrawing any data which identifies you.

What would you be asked to do?

If you agree to participate, you will be asked to:

1. Complete an interview

You will be asked to complete an interview with me (Judith Christenson-Foggett). The interview will be recorded and a verbatim transcript will be used for data analysis. After the transcript is generated the recording will be deleted so that there is no risk of you or your school's identification.

I will ask your opinion about the effectiveness of the LMG approach for the management of student behaviour. The interview will explore student behaviour issues and your and others'

roles in the LMG. The venue for the interview will be decided by you. It can be at your school or in another mutually agreed location.

2. Permit staff to complete a survey

You will also be giving permission for the distribution of a survey (see attached) to all of your **teaching and executive staff**. This will require the distribution of information sheets about the survey and a **ten** minute explanation by Judith Christenson-Foggett at a designated regular staff meeting. The explanation will advise staff of the survey content, how to complete and how to return the survey to the university. Staff will complete the survey in their own time.

How much time will it take?

The interview will be up to **one hour and over one session**.

The survey will be completed on a voluntary basis and will **take 20 minutes to complete**

What are the risks and benefits of participating?

There are no risks associated with this interview or the survey because any personally identifying information will be deleted from the interview transcript and the survey. You can withdraw or terminate the interview at any time. While there may be no direct benefits to you and others from participating in this research, the outcomes from this project will assist school systems in designing better supports for students with behaviour problems.

How will your privacy be protected?

Any information collected by the researcher which might identify you and your school will be stored securely and only accessed by the researcher. The interview data will only be identified by a numerical code and the recording of the interview will be deleted after a transcript has been generated. You have the right to review, edit and erase any interview transcripts.

Data will be retained for seven years within a locked file at the University of Newcastle, Special Education Centre. All forms of identification, including numerical codes will be removed after that time.

How will the information collected be used?

Information collected from the interview transcript and the survey will primarily be used in a thesis to be submitted for Judith Christenson-Foggett's PhD program. Results may be published in journals and presented at conferences, but it will be done in a manner that does not identify participants and schools.

What do you need to do to participate?

Please read this Information Statement and be sure you understand its contents before you consent to participate.

If you agree to participate, please complete and return the Attached Consent Form in the reply paid envelope provided. This will be taken as your informed consent to participate in an interview and to involve your staff in a survey.

I will then contact you to arrange a time convenient to you for the interview and a whole staff meeting.

What should I do now?

Thank you for considering participating in this research. If you decide that you wish to participate in this research or you still need further information regarding this research, please

feel free to contact the researcher, Judith Christenson-Foggett, at this number: : 0438751267 or e-mail judith.foggett@newcastle.edu.au or the supervisors of this research: Prof Robert Conway on (+61 8) 8201 2740 or email bob.conway@flinders.edu.au or Dr. Leigh Burrows on (+61 8) 820 16 or e-mail leigh.burrows@flinders.edu.au or Dr Kerry Dally on 02 49216281 or email Kerry.Dally@newcastle.edu.au

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project Number 5998.). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on +61 8 8201 3116, by fax on +61 8 8201 2035 or by email human.researchethics@flinders.edu.au



Principal/Executive Consent Form for the Research Project:

Educators' views of the effectiveness of behaviour management models involving school partnerships.

March 2014

I agree to participate in the above research project and give my consent freely.

I understand that the project will be conducted as described in the Information Statement, a copy of which I have retained.

I understand I can withdraw from the project at any time **without any reason or written notification.**

I consent to participating in an interview and having it recorded on audiotape.

I consent to a survey being made available to **teaching and executive staff** to complete on a voluntary basis.

I understand that my personal information will remain confidential to the researchers.

I will be given the opportunity to have questions answered to my satisfaction.

Print

Name: _____

Signature: _____

Date: _____

CONTACT DETAILS:

Phone: _____ Mobile: _____

Email: _____

Address for interview:



Information Statement for the survey to teaching staff and executive staff

Educators' views of the effectiveness of behaviour management models involving school partnerships.

Document Version 1

You are invited to participate in the research project identified above which is being conducted by Judith Christenson-Foggett from the Centre of Special Education and Disability Studies at the University of Newcastle. The research is part of Judith's PhD studies at the University of Newcastle, supervised by Associate Professor Ian Dempsey, from the Centre of Special Education and Disability Studies.

Why is the research being done?

Local Management Models (LMM) and Local Management Groups (LMG) have been used in recent years to support students with behaviour problems in the Hunter Central Coast region. While these approaches show good prospects for assisting students, Australian and international research is lacking on the effectiveness of these models. This research project will conduct a limited examination of these models by checking on teachers' and principals' views of our current processes of support.

Who can participate in the research?

All teaching staff from randomly selected schools can participate by completing a survey. Principals of these schools and Assistant Principals (Behaviour) may participate in an interview.

One high school and one primary school from two Local Management Groups in your education area have been randomly selected for participation.

What choice do you have?

Participation in this research is entirely your choice. All questionnaires are completed without identifying individuals and on a volunteer basis. Whether or not you decide to participate, your decision will not disadvantage you.

What would you be asked to do?

You will be asked to complete a survey about processes of support for students with behaviour problems and return the survey in a reply-paid envelope.

How much time will it take?

The questionnaire **takes 20** minutes to complete.

What are the risks and benefits of participating?

There are no risks associated with this survey because any personally identifying information will be deleted from the survey. While there may be no direct benefits to you and others from participating in this research, the outcomes from this project will assist school systems in designing better supports for students with behaviour problems.

How will your privacy be protected?

Any information collected by the researcher which might identify you will be stored securely and only accessed by the researchers. The survey will only be identified by a numerical code.

Data will be retained for five years in a locked file at the University of Newcastle, Special Education Centre. All forms of identification, including numerical codes will be removed after that time.

Results may be published in journals and presented at conferences, but it will be done in a manner that does not identify participants and schools.

How will the information collected be used?

Information collected from the survey will primarily be used in a thesis to be submitted for Judith Christenson-Foggett's PhD program. Also some information may be used and submitted to educational journals with no identifying names.

Individual participants or the names of schools will not be identified in any reports.

What do you need to do to participate?

Please read this Information Statement and be sure you understand its contents before you consent to participate.

Further information

If there is anything you do not understand, or you have questions, contact Judith Christenson-Foggett on 0438751267 or 49217154, or Ian Dempsey on 4921 6282

Judith Christenson-Foggett

Associate Professor Ian Dempsey

Chief Investigator

Project Supervisor

PhD student

Complaints about this research

This project has been approved by the University's Human Research Ethics Committee, Approval No. H- 2009-0160

Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the research is conducted, it may be given to the researcher, or, if an independent person is preferred, to the Human Research Ethics Officer, Research Office, The Chancellery, The University of Newcastle, University Drive, Callaghan NSW 2308, Australia, telephone (02) 49216333, email Human-Ethics@newcastle.edu.au.



Appendix Nine

School of Education

GPO Box 2100

Adelaide SA 5001

Tel: 08 8201 2441

Fax: 08 8201 3184

E-mail: eduinfo@flinders.edu.au

Assistant Principal Behaviour Information Statement for the Research Project:

Educators' views of the effectiveness of behaviour management models involving school partnerships.

March 2013.

I'd like to invite you to participate in this research project being conducted by Judith Christenson-Foggett from Flinders University. The research is part of Judith's PhD studies at Flinders University, supervised by Professor Robert Conway.

Why is the research being done?

Local Management Models (LMM) and Local Management Groups (LMG) have been used in recent years to support students with behaviour problems in your region. While these approaches show good prospects for assisting students, Australian and international research is lacking on the effectiveness of these models. This research project will conduct a limited examination of these models by checking on teachers' and principals' views of our current processes of support.

Who can participate in the research?

All **teaching staff and executive staff** from randomly selected schools can participate by completing a survey. Principals of these schools and Assistant Principals (Behaviour) may also participate in an interview.

One high school and one primary school from two Local Management Groups in your education area have been selected for participation.

What choice do you have?

Participation in this research is entirely your choice. Only those people who give their informed consent will be included in the project. Whether or not you decide to participate, your decision will not disadvantage you.

If you decide to participate, you may withdraw from the project at any time without giving a reason and have the option of withdrawing any data which identifies you.

What would you be asked to do?

If you agree to participate, you will be asked to complete an interview with me (Judith Christenson-Foggett). The interview will be audio-recorded and a verbatim transcript will be used for data analysis. After the transcript is generated the recording will be deleted so that there is no risk of your identification.

I will ask your opinion about the effectiveness of the LMG approach for the management of student behaviour. The interview will explore student behaviour issues and your and others' roles in the LMG. The venue for the interview will be decided by you. It can be at your school or in another mutually agreed location.

How much time will it take?

The interview will take **30 minutes over one session**.

What are the risks and benefits of participating?

There are no risks associated with this interview because any personally identifying information will be deleted from the interview transcript. You can withdraw or terminate the interview at any time. While there may be no direct benefits to you and others from participating in this research, it is expected that the outcomes from this project will assist school systems in designing better supports for students with behaviour problems.

How will your privacy be protected?

Any information collected by the researcher which might identify you and your school will be stored securely and only accessed by the researchers. The interview data will only be identified by a numerical code and the recording of the interview will be deleted after a transcript has been generated. You have the right to review, edit and erase any interview transcripts.

Data will be retained for seven years within a locked file at the University of Newcastle, Special Education Centre. All forms of identification, including numerical codes will be removed after that time.

How will the information collected be used?

Results may be published in journals and presented at conferences, but it will be done in a manner that does not identify participants and schools.

What do you need to do to participate?

Please read this Information Statement and be sure you understand its contents before you consent to participate. If you would like to participate, please complete and return the Attached Consent Form in the reply paid envelope provided. I will then contact you to arrange a time convenient to you for the interview

What should do I do now?

Thank you for considering participating in this research. If you decide that you wish to participate in this research or you still need further information regarding this research, please feel free to contact the researcher, Judith Christenson-Foggett, at this number: 0438751267 or e-mail judith.foggett@newcastle.edu.au or the supervisors of this research: Prof Robert Conway on (+61 8) 8201 2740 or email bob.conway@flinders.edu.au or Dr. Leigh Burrows on (+61 8) 820 16 or e-mail leigh.burrows@flinders.edu.au or Dr Kerry Dally on 02 49216281 or email Kerry.Dally@newcastle.edu.au

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project Number: 5998). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on +61 8 8201 3116, by fax on +61 8 8201 2035 or by email human.researchethics@flinders.edu.au



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www.flinders.edu.au/education
CRICOS Provider No. 00114A

Assistant Principal Behaviour Consent Form for the Research Project:
Educators' views of the effectiveness of behaviour management models involving school partnerships

March 2013

I agree to participate in the above research project and give my consent freely.

I understand that the project will be conducted as described in the Information Statement, a copy of which I have retained.

I understand I can withdraw from the project at any time **without any reason or written notification**.

I consent to participating in an interview and having it recorded on audiotape

I understand that my personal information will remain confidential to the researchers.

I will be given the opportunity to have questions answered to my satisfaction

Print Name: _____

Signature: _____ **Date:** _____

CONTACT DETAILS:

Phone: _____ Mobile: _____

Email: _____

Address for interview: _____

Appendix 11: LMG Detailed Case Studies

This appendix contains the detailed analysis of the survey data relating to the four behaviour management systems, schoolwide, non-classroom, classroom, and individual systems, along with relevant data from the Assistant Principal Behaviour interviews as separate case studies for each LMG. The context of the LMG, a summary of the key findings, and the relevant principal survey data are reported in the case study summaries provided in Chapter Four.

In the case study data reported in this appendix, the high school data is presented first, followed by the primary school data. Each separate table within a case study for each system shows all features (questions) and corresponding responses from teachers as a percentage on current status and priority for improvement. Each table has a code that matches both the level of schooling and the system. Hence, LMG1HS-1 is the schoolwide system data for the high school in LMG1; LMG5PS-4 is the individual systems data for the primary school LMG5. Each feature has corresponding letters and a number that indicate the system and each individual question. For example, SW1 represents schoolwide system feature one, NC1 is non-classroom feature one, C1 is classroom system feature one, and IS1 is individual System feature one.

In the survey, participants were able to write comments for each of the systems. When comments are used to illustrate features or systems, participants are identified by a number code and also their status as a classroom teacher (C) or an executive (E). An executive was a principal in either a high school or primary school, or a deputy or assistant principal or a head teacher in either a high school or primary school. For example, the code 1E is for participant one who was an executive staff member.

A11.1. LMG1 Detailed Case Study

A11.1.1 High School Survey Results

Presented in the following sections are the high school survey results from data on the four systems: schoolwide, non-classroom, classroom, and individual systems. First, results are reported with reference to the key features of interest and the open-ended comments, followed by relevant principal interview information that discussed the four systems.

A11.1.1.1 Schoolwide System

Table LMG1HS-1 provides the high school ratings for each of the 14 features in the schoolwide system. In the schoolwide system, three features, SW1, SW2, and SW3, were rated by 100% of the staff as being either in place or partially in place. This indicated that the majority of the high school staff who responded believed that, within their school, there were three to five rules, students were taught the rules directly by staff, and students were rewarded for demonstrating appropriate behaviour. However, a relatively high percentage of staff indicated that those issues required more attention as 22% to 55% of staff also selected a high or medium improvement priority.

There were two features that around half of the high school teachers rated as not in place. These were SW4 *Problem behaviours are defined clearly* and SW5 *Consequences for problem behaviours are defined clearly*. These ratings, in conjunction with the predominantly high improvement priority given for both of those features (77% and 74%, respectively), suggested that the majority of teachers were concerned that problem behaviours and the consequences should be more clearly defined. The open-ended comments further indicated some teachers' concern about the lack of clearly specified consequences for inappropriate behaviour. It is important when providing the comments from the surveys to consider that there were only 10 classroom teachers who chose to comment on schoolwide features.

One teacher provided a comment about the lack of a clear discipline policy, and hence its message needs to be tempered as a result:

Our school has no clear discipline policy. We teach children who have no boundaries at home. The staff desperately want senior executive to set clear boundaries and follow them through. We need clear consequences in the forms of levels, loss of privilege, suspension, expectation and restitutions. We need to expel some students who refuse to follow rules! (48C)

Table LMG1HS-1 Schoolwide System by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
SW1. A small number (e.g., 3–5) of positively and clearly stated student expectations or rules are defined	78	22	0	26	22	52
SW2. Expected student behaviours are taught directly	48	52	0	33	45	22
SW3. Expected student behaviours are rewarded regularly	52	48	0	26	55	19
SW4. Problem behaviours (failure to meet expected student behaviours) are defined clearly	22	26	52	78	11	11
SW5. Consequences for problem behaviours are defined clearly	22	30	48	74	19	7
SW6. The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear	33	44	23	48	33	19
SW7. Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs	15	48	37	68	25	7
SW8. Procedures are in place to address emergency/dangerous situations	59	34	7	46	31	23
SW9. A team exists for behaviour support planning and problem-solving	48	33	19	37	33	30
SW10. The school executive are active participants in the behaviour support team	37	44	19	41	41	18
SW11. Staff receives regular feedback on behaviour patterns	30	55	15	37	56	7
SW12. The school has formal strategies for informing families about expected student behaviours at school	37	44	19	44	41	15
SW13. Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school	22	52	26	41	52	7
SW14. All staff are involved directly and/or indirectly in schoolwide behaviour interventions	19	59	22	58	29	13

As was evident in the preceding comment, not only were 10 teachers dissatisfied with the explication of consequences but they also felt the school executive could better support the teaching staff by responding more effectively to instances of inappropriate student behaviour. The high improvement priority (67%) and the low in-place status (15%) given to feature SW7 *Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs* could also reflect the teachers' belief that the school executive were not effectively supporting the 10 teachers in terms of implementing schoolwide practices and processes by following

up on consequences for inappropriate behaviour. One teacher felt the policies were in place but were ineffective because the executive were failing to implement them:

While all these things are in place and policies exist, failure to apply consequences on a regular basis at a senior level lets the whole school down. (52C)

Another teacher blamed recurrent behaviour problems on the executive's failure to act decisively with repeat offenders:

Doesn't seem to be many consequences for students with many suspensions. Students tell us that nothing really happens so they don't care. No real consequences for consistent defiance. (46C)

There were 10 comments out of 21 teachers written in the space provided for schoolwide systems. All were classroom teachers and all comments were negative, saying that there was a lack of consequences and support by the executive. There were no positive comments written by 10 classroom teachers on the survey. The main concerns for teachers with aspects of the schoolwide system appeared to be the lack of clear definitions for problem behaviour and the consequences that should be attached to these, as well as the failure of the school executive to effectively support staff and maintain a "disciplined" school community by ensuring that agreed consequences were in fact applied.

[A11.1.1.2. Non-Classroom System](#)

Table LMG1HS-2 provides the high school ratings for each of the nine features in the non-classroom system. The strongest areas of agreement about features that were in place were for the features NC1 *Expected student behaviours apply to non-classroom settings* and NC3 *Staff members actively supervise students in non-classroom settings*. Despite the fact that 96% of teachers agreed that these features were either partially, or fully, in place, 80% of staff also rated these features as having a medium to high level of priority for improvement. There was similar consistency in the perceptions about feature NC7, with 59% of high school respondents indicating that opportunities for staff to develop and improve their supervision skills were not in place and the same proportion identifying that this feature should be given a high improvement priority. These findings suggested that the teachers were actively attempting to supervise students and scaffold appropriate behaviour outside the classroom but felt they needed further training to fulfil these roles more effectively.

Table LMG1HS-2 Non-Classroom System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
NC1. Expected student behaviours apply to non-classroom settings	63	39	0		38	41	21
NC2. Expected student behaviours are taught in non-classroom settings	30	55	15		52	38	10
NC3. Staff members actively supervise students in non-classroom settings	58	38	4		33	44	21
NC4. Rewards exist for positive student behaviours in non-classroom settings	33	38	30		30	55	15
NC5. Non-classroom settings are modified to make supervision easier (e.g., canteen lines)	30	63	7		48	38	15
NC6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces at any time	30	48	22		26	55	18
NC7. Staff receive regular opportunities for developing and improving active supervision skills	18	22	59		59	26	15
NC8. The behaviour management practices are reviewed regularly	15	44	41		55	38	7
NC9. All staff are involved in evaluating the management of non-classroom settings	30	38	33		52	30	18

There were four other features that were given a high improvement priority by around half of the staff. Two of these, NC2 and NC5, were related to proactive measures that could be implemented to prevent occurrences of inappropriate behaviour.

There were seven comments written in relation to non-classroom systems out of 21 participants in the survey. All comments were negative and referred to a lack of consequences and lack of support by the executive.

The fact that teachers had as a high priority teaching students expected behaviours in non-classroom settings and modifying non-classroom settings to make supervision easier, suggested that the teachers were conscious of the potential benefits of these preventive practices. One teacher's comment, however, indicated they were somewhat dissatisfied with the results of the current implementation of these features:

Students are poorly behaved during breaks and period changes. These areas

are dirty and poorly maintained. Students litter without thought. They swear and spit and push as a matter of course. (49C)

Another comment by a teacher also illustrated that some actions could be failing or could be absent in the schoolwide system. These included displaying rules and reminders of expected behaviours around the playground. This, in combination with a lack of consistency among teachers in implementing the positive behaviour support strategies, could be part of the reason for the disappointing results.

Respondents were unsure that all staff were embracing PBL:

There needs to be clearly defined consequences that are followed through every time by every teacher. This needs to be on signs and regularly referred to for consistency. (61C)

Further to the comment above were concerns about the role the executive played in managing the non-classroom systems. This was reflected in the high priority given to NC8 *The behaviour management practices are reviewed regularly* and NC9 *All staff are involved in evaluating management of non-classroom settings* and the many comments, which, similar to the schoolwide system, referred to a lack of support from the school executive and their failure to apply consequences for inappropriate behavior:

... lots of students wandering around corridors and disturbing others - what are the consequences? (47C)

... no consequences of poor behaviour are clearly outlined and the kids do as they please. It isn't worth the stress to correct kids when nothing is done! (48C)

... there is no consistent student behaviour management for this area. It depends on individual faculty leadership or individual executive initiating. (60C)

... need more support from head teachers. (64C)

The main concerns for teachers with features of the non-classroom system appeared to be some shortcomings in preventive practices as well as inconsistencies among staff in implementing these, a lack of opportunities for staff to develop their skills in managing student behaviour, and a perceived lack of leadership by the school executive to effectively support staff.

[A11.1.1.3 Classroom System](#)

Table LMG1HS-3 provides the high school ratings for each of the 11 features in the

classroom system. In the feature C1 *Expected student behaviour and routines in classrooms are stated positively and defined clearly*, two thirds of high school respondents believed that the current status was in place or partially in place. However, despite the agreement by staff that this feature was largely in place, this was still a high concern for staff, as 85% selected either a high or medium improvement priority.

Table LMG1HS-3 Classroom Systems by Feature

<i>Feature</i>	Current Status %			Improvement Priority %		
	<i>In place</i>	<i>Partial</i>	<i>Not in place</i>	<i>High</i>	<i>Med</i>	<i>Low</i>
C1. Expected student behaviour and routines in classrooms are stated positively and defined clearly	37	41	22	52	33	15
C2. Problem behaviours are defined clearly	30	44	26	59	26	15
C3. Expected student behaviour and routines in classrooms are taught directly	26	44	30	60	22	18
C4. Expected student behaviours are acknowledged regularly	41	48	11	38	44	18
C5. Problem behaviours receive consistent consequences	26	44	30	70	19	11
C6. Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures	19	55	26	60	33	7
C7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs	26	48	26	67	26	7
C8. Teaching and curriculum materials are matched to student ability	52	44	4	30	26	44
C9. Students experience high rates of academic success (greater than 75% correct on tasks)	22	48	30	56	37	7
C10. Teachers have regular supervision, mentoring, training, and development	19	56	25	37	44	19
C11. Transitions between teaching activities are efficient and orderly	19	70	11	44	37	19

Similar to the results in the schoolwide system, the feature C2 *Problem behaviours are defined clearly* reinforced the teachers' concern with defining behaviours, this time in the classroom, as 59% of staff also selected this area as a high improvement priority.

There were seven comments from 21 respondents in classroom systems. Six of the comments were from classroom teachers and one from the executive. Four of the comments were positive about some of the changes that were apparent in the classroom system.

One comment suggested that some teachers were not always consistent in defining expected behaviour. However, the problem with managing inappropriate behaviour was considered to be largely the result of the executive who were seen as negligent in following up on consequences after students had been referred by a class teachers:

Not all teachers are consistent in classroom expectations particularly for iPods and phones. Teachers set clear goals and refer to HT or DP if necessary. Process then breaks down because no clear consequences e.g. levels. We do manage our students and only refer as a last resort. (49C)

Despite the dissatisfaction with executive staff in terms of responding to teacher referrals of students for inappropriate classroom behaviour, the teachers accepted responsibility for some “discipline” problems in their classrooms, with only 19% of respondents rating C11 *Transitions between teaching activities are efficient and orderly* as currently in place. Teachers were evidently very conscious that they should improve their practice in this regard, as 81% of staff rated the improvement priority for this feature as either high or medium.

As opposed to their responsibilities regarding student behaviour, the teachers appeared to be more satisfied with their own capabilities and performance in terms of their teaching practice and the suitability of the curriculum materials they provided for students. The survey results for feature C8 *Teaching and curriculum materials are matched to student ability* indicated that 96% of high school respondents selected the current status as either in place (52%) or partially in place (44%). Despite this apparently widespread agreement that teachers felt competent in the performance of their duties, over half of the teachers (56%) selected a medium or high priority for improvement on this feature. This suggested that teachers believed that they were doing the best they could with current teaching materials and instructional practices, but felt that they would still like to improve in this area. One of the teachers explained that they did not feel well equipped, nor have sufficient time, to cater adequately for the needs of the many students with learning difficulties, given the large number of students in classes and the diverse range of abilities:

Don't always feel supported. Large classes of all abilities – many students with literacy/learning difficulties – don't always feel equipped to be giving them the maximum time/help. (47C)

The responses to feature C10 *Teachers have regular supervision, mentoring, training, and development* further suggested that staff placed a high priority on professional training and supervision, with 81% of staff rating the improvement priority for this feature as either high or medium.

In feature C9 *Students experience high rates of academic success (greater than 75% correct on tasks)*, 78% of high school respondents selected the current status as being either partially in place or not in place. The concern for this feature was further reinforced by 93% of respondents believing that feature C9 had a high or medium improvement priority. Staff were concerned about the low rates of student academic success and believed that this area needed more focus even though respondents were largely satisfied that they were providing adequate teaching and learning experiences, as in the feature C8.

These comments were included below to show that some staff could see improvement of class and school practices occurring within the classroom systems:

I have observed some positive change of teacher practices. (60C)

Point system for expected behaviours = rewards or loss of points. (61C)

The intro of PBL into classrooms will be a great addition to classroom management – tying school ethos. (63C)

*Teachers have maximum supervision mentoring and on job training.
Teachers participate in staff development and can attend one behaviour conference/year. (67E)*

In terms of the classroom system, the teachers appeared to be satisfied with the quality of the learning experiences they were providing for students but not as satisfied with the students' academic progress. The teachers indicated a desire for more training and development in managing student behaviour and, similar to the previous two systems, concerns about inadequate support from the school executive again emerged as a common theme, although some teacher comments highlighted positive aspects of the overall classroom system, as indicated above.

[A11.1.1.4 Individual System](#)

Table LMG1HS-4 provided the high school ratings for each of the seven features for the individual system. The individual system that focused on individual students with chronic behaviour was an area that staff consistently rated as a high priority for improvement. As indicated in Table LMG1HS-4, an average of 75% of respondents selected the current status as either partial or not in place for all seven features in this system. There were 13 comments offered out of the 27 participants on the survey. Eleven comments were from classroom teachers and two from executive staff.

Table LMG1HS-4 Individual Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
IS1. Assessments are conducted regularly to identify students with chronic problem behaviours	33	30	37	66	22	11
IS2. A simple process exists for teachers to request assistance when behaviour problems occur in class	30	48	22	63	26	11
IS3. A staff member who is responsible for managing student behaviour responds promptly when a student demonstrates chronic problem behaviours	30	48	22	63	19	19
IS4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)	15	37	48	66	19	15
IS5. Significant family and/or community members are involved when appropriate and possible	26	55	19	55	30	15
IS6. School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies	7	26	66	55	30	15
IS7. Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff	37	26	37	66	22	11

One teacher commented on the individual system and students with chronic behaviour as an area that was extremely difficult to manage, and placed some of the blame on a lack of support from the executive and deficiencies in the monitoring process:

I have never in all my years have seen so many students so badly behaved. Need clear boundaries and consequences!! Every day we meet defiance and disrespect. We are sworn at and physically intimidated!! The staff are demoralised and want more done. We support each other but don't always feel supported. There are no strategies in place for chronic behaviour problems. We have red cards which may or may not be used. There is no responsibility placed on the student to make changes or restitution for actions. Students return from suspension without any form of monitoring. (49C)

The two features IS2 A simple process exists for teachers to request assistance when behaviour problems occur in class and IS3 A staff member who is responsible

for managing student behaviour responds promptly when a student demonstrates chronic problem behaviour attracted similar responses. More than two thirds (78%) of staff respondents selected the current status of both features as in place or partially in place, indicating that they were fairly satisfied with the status. However, despite being aware of the process for assistance and which staff member supported staff, over two thirds of the staff had signified that this was still an area that had high or medium improvement priorities.

In addition, comments further highlighted a perceived lack of the executive's role in working with students and then reporting to teachers on those individual students, and/or the consequences administered to individual students by the executive (principal, deputy principals, head teachers). The teachers believed that part of an executive's role was to manage students with chronic behaviours and remove students from the immediate environment if behaviours could not be managed by teachers.

There were 13 comments offered by participants in the individual system. Two of the respondents were executive staff members and 11 were classroom teachers. All the comments made by class teachers were negative and tended to cite lack of consequences, lack of support by the executive, and the inappropriateness of students with chronic behaviours in general classrooms. The two executive comments suggested that there were systems in place but classroom teachers did not use them effectively. It is important to note when considering the following comments that the individual system had not been formally implemented through the PBL implementation process at this school at the time of the survey.

Nine respondents were highly concerned with individual students with chronic behaviours. Many of the handwritten comments had exclamation marks throughout to highlight areas of concern, perhaps indicating the high levels of stress experienced by some respondents:

The individual behaviour is handled by the executive. I have little knowledge of procedures. Classroom teachers are not consulted or included in the procedures!!!? No clear patterns to how chronic behaviours are dealt with!!! I and others don't use the reporting system as I don't believe there are consequences for persistent defiance and misbehaviours!!!! (47C)

... the executive appear to be lenient with their pet outlaws!! (48C)

... the welfare of chronic behaviour students is often prioritised over staff and general population of students. (60C)

However, some respondents who indicated that they were in executive positions at

the high school also added comments expressing concern that not all classroom teachers followed processes appropriately and executive staff did address chronic student behaviour through a monitoring sheet on which teachers reported individual student problem behaviour. The monitoring sheet was not given to the researcher.

... students are referred [to the executive] because they have chronic behaviours. We [the executive] work on 12 typical problem behaviours via the monitoring sheet. (63E)

In the feature IS4 *An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)*, only 15% of high school respondents selected the current status as in place. This was reflected in the 66% high improvement priority as an area in need of further development or perhaps a lack of knowledge of the FBA process performed by Support Teacher Behaviour.

There were two features that reflected working with families and community. The feature IS6 *School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies* was determined as not in place by the majority of staff (66%), and over 80% of teachers gave this feature a medium to high improvement priority. The same proportion of respondents (80%) also selected a high to medium improvement priority for feature IS5 *Significant family and/or community members are involved when appropriate and possible*.

There were no specific comments by respondents concerning families and community, although one teacher acknowledged that the chronic behaviour of students was problematic at school and parents did not assist in developing suitable strategies to support their children at home. The following comment suggested that working with students and families associated with chronic behaviour was very difficult:

A number of [problematic] students go into the too hard basket. Students won't change, parents won't help, no line drawn in the sand. (58C)

Comments by respondents conveyed concern for appropriate processes and programs for students with chronic behaviours. There was an average of 62% of respondents selecting a high improvement priority across all seven IS features. This was reflected in emotive comments by teachers suggesting options outside the responsibility of the classroom or other personnel for managing students with chronic behaviours:

They have no place in the classroom until their behaviour reaches an acceptable level!!! (58C)

Use teacher aides more to ensure kids with chronic behaviours are getting the learning attention often needed. (62C)

There is little headway with the small percent of very difficult children. Special programs need to be fixed in place and positive follow through with PERSISTENT interventions!!!! (64C)

Overall, in the individual system, teachers were largely dissatisfied with the management of students with chronic behaviours within the regular classroom and believed that there was a high need for change in processes. Similar to the other systems, executive staff were cited as failing to support the teachers through consistent and persistent actions, and that teachers were not able to support difficult students within their classrooms. Although there were some solutions suggested, such as more teacher aide support for learning and removal of students, the findings suggested that the teachers felt they needed more support from others, particularly the executive, for supporting students with entrenched behavioural difficulties. Teachers also seemed to be doubtful that the regular classroom was the best place for these students.

[A11.1.2 Primary School Survey Results](#)

[A11.1.2.1 Schoolwide Systems](#)

Table LMG1PS-1 provides the primary school ratings for each of the 14 features in the schoolwide system. In the schoolwide system, three features, SW1, SW2, and SW3, were rated by 100% of the staff as being either in place or partially in place. This indicates that the majority of the primary school staff believed that, within their school, there were three to five rules, students were taught the rules directly by staff, and students were rewarded for demonstrating appropriate behaviour. Despite these uniform positive ratings, 30% of respondents selected a high improvement priority for SW2 *Expected student behaviours are taught directly*.

Two features appeared to cause the most concern for survey participants. In SW11, two thirds of staff were concerned that processes for receiving regular feedback on the behaviour patterns across the school were only partially (58%) or not in place (9%), and the majority of participants (70%) selected a medium improvement priority for this feature. Participants were mostly concerned with feature SW13, with 70% of participants indicating that behaviour training activities and modifications for students were only partially or not in place. This was reflected in the improvement priority for this feature, as two thirds (67%) of participants selected either a high or medium improvement priority.

There did not appear to be widespread confidence that a clear demarcation between the types of problem behaviours that were managed by the executive and those that were managed by the class teachers (SW6) was in place. Only 36% of participants selected this status and the remainder (64%) selected partially in place. Similarly, this feature was given a high to medium improvement priority by 80% of the staff.

Table LMG1PS-1 Schoolwide Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
SW1. A small number (e.g., 3–5) of positively and clearly stated student expectations or rules are defined	100	0	0	0	27	73
SW2. Expected student behaviours are taught directly	92	8	0	30	10	60
SW3. Expected student behaviours are rewarded regularly	92	8	0	22	11	66
SW4. Problem behaviours (failure to meet expected student behaviours) are defined clearly	67	33	0	30	30	40
SW5. Consequences for problem behaviours are defined clearly	83	17	0	10	40	50
SW6. The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear	36	64	0	20	60	20
SW7. Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs	58	42	0	9	63	28
SW8. Procedures are in place to address emergency/dangerous situations	83	17	0	10	50	40
SW9. A team exists for behaviour support planning and problem-solving	92	8	0	20	30	50
SW10. The school executive are active participants in the behaviour support team	100	0	0	33	11	56
SW11. Staff receives regular feedback on behaviour patterns	33	58	9	10	70	20
SW12. The school has formal strategies for informing families about expected student behaviours at school	83	17	0	33	33	33
SW13. Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school	30	40	30	22	45	33
SW14. All staff are involved directly and/or indirectly in schoolwide behaviour interventions	58	33	9	0	60	40

Overall, an average of 72% of primary school survey participants selected that the current status of all 14 features of the schoolwide system were in place. General satisfaction with this system was reflected in an average score of 43% for a low improvement priority in the schoolwide features, although there were still some

concerns, with an average of 39% at a medium improvement priority and 18% a high improvement priority. This was largely in the areas of communication between staff and executive for behaviour data, and an understanding of some of the schoolwide options for the management of behaviour.

A11.1.2.2 Non-Classroom System

Table LMG1PS-2 provides the primary school ratings for each of the nine features in the non-classroom system. The first five of the nine non-classroom features were rated by the primary school respondents as being either in place or partially in place. These features referred primarily to teachers ensuring that reminders, rewards, or school

modifications were in place to promote expected student behaviours in non-classroom settings. A positive comment from one survey respondent indicated that teachers were clearly and consistently communicating their expectations for student behaviour:

... consistent language for teachers, support staff students and parents has been very good and provide a strong vehicle for clear expectation. (22C)

Table LMG1PS-2 Non-Classroom Systems by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
NC1. Expected student behaviours apply to non-classroom settings	58	42	0		8	42	50
NC2. Expected student behaviours are taught in non-classroom settings	67	33	0		17	50	33
NC3. Staff members actively supervise students in non-classroom settings	100	0	0		8	33	9
NC4. Rewards exist for positive student behaviours in non-classroom settings	92	8	0		0	42	58
NC5. Non-classroom settings are modified to make supervision easier (e.g., canteen lines)	50	50	0		8	59	33
NC6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces at any time	50	42	8		0	50	50
NC7. Staff receive regular opportunities for developing and improving active supervision skills	17	50	33		17	66	17
NC8. The behaviour management practices are reviewed regularly	50	42	8		25	50	25
NC9. All staff are involved in evaluating the management of non-classroom settings	50	42	8		17	50	33

Despite the fact that 100% of respondents believed that teachers actively supervise students in non-classroom settings (NC3), 84% of respondents indicated a high to medium priority for regular opportunities for professional development in this aspect.

The features NC8 *The behaviour management practices are reviewed regularly* and NC9 *All staff are involved with evaluating the management of non-classroom settings* suggest that the whole staff consider and review the practices for managing non-classroom systems. Three quarters of the staff largely believed that the current status was satisfactory, yet over two thirds still selected these features as having further priorities for improvement.

There was one comment in the non-classroom comments section that acknowledged staff received opportunities to work together to further enhance their practices in managing student behaviour in non-classroom settings:

... good sharing of behaviour management strategies in a meeting style environment at staff meetings. (26C)

The overall ratings indicated that respondents were largely satisfied with the current implementation of the non-classroom features. Staff further indicated that there were medium improvement priorities in reviewing practices and being provided opportunities to make decisions as a staff for non-classroom issues.

[A11.1.2.3 Classroom Systems](#)

Table LMG1PS-3 provides the primary school ratings for each of the 11 features in the classroom system. Two features, C1 and C3, were concerned with teacher responsibility for teaching expected student behaviours within classrooms. The feature C1 had 75% of participants selecting that *stated routines and procedures for student behaviour* were in place. Similarly, a high percentage of 83% for current status was chosen by respondents to be in place for the feature C3 *Expected student behaviour and routines in classrooms are taught directly*.

High percentages were also selected for an in-place current status for both C4 and C6 at 83%. Both features referred to acknowledging expected student behaviour and following established procedures, which should be linked to the schoolwide systems. In all of the four features, C1 to C4, over half of respondents selected a low improvement priority, implying that participants were largely satisfied with classroom systems that relied on teacher communication to students about expected behaviour, rewards, rules, and routines.

The feature C8 was concerned with *matching the teaching materials to the student*. The majority (90%) of participants believed that the provision of appropriate learning and curriculum materials were available to students. Similarly, in feature C9 teachers also agreed that their students experienced academic success in their classrooms. The interesting rating was those students who were not experiencing high academic success were reflected in the improvement priority for C9, with respondents selecting a high (45%) or medium (33%) improvement priority in academic success. This seemed to be in conflict with the largely positive current status.

Table LMG1PS-3 Classroom Systems by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
C1. Expected student behaviour and routines in classrooms are stated positively and defined clearly	75	25	0		30	20	50
C2. Problem behaviours are defined clearly	58	33	8		20	40	40
C3. Expected student behaviour and routines in classrooms are taught directly	83	17	0		22	22	56
C4. Expected student behaviours are acknowledged regularly	83	17	0		22	11	67
C5. Problem behaviours receive consistent consequences	67	33	0		10	40	50
C6. Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures	83	9	8		0	33	67
C7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs	67	33	0		33	22	45
C8. Teaching and curriculum materials are matched to student ability	58	42	0		33	33	34
C9. Students experience high rates of academic success (greater than 75% correct on tasks)	17	83	0		45	33	22
C10. Teachers have regular supervision, mentoring, training, and development	50	50	0		56	22	22
C11. Transitions between teaching activities are efficient and orderly	67	33	0		33	22	45

In the feature C10, 100% of the respondents indicated that opportunities for *regular mentoring, training, and development* for staff were either in place or partially in place. However, staff also reported that this was an area for further improvement, with 78% selecting it as a high or medium improvement priority.

There was only one comment made in relation to classroom systems. The comment was in reference to C11 *Transitions between teaching activities are efficient and orderly* and was a suggestion for improving transition processes:

Reduce transit times [therefore] increase learning. (22C)

Although 67% of respondents indicated that efficient transition processes were already in place, 55% of respondents gave this feature a medium to high priority for improvement.

Overall, the survey participants were satisfied with the classroom systems for the management of behaviour that was reliant on teacher input such as stating rules, positively rewarding behaviours, providing for transition between activities, and delivering appropriate curriculum and learning resources within classrooms. However, despite reporting that the features of the classroom system were either in place or partially in place, staff felt there was room for improvement in areas such as enhancing student academic success and further staff professional development for classroom systems.

A11.1.2.4 Individual Systems

Table LMG1PS-4 provides the primary school ratings for each of the seven features in the individual system. The features IS1, IS2, and IS3 were concerned with processes within the school to identify and manage students with chronic behaviour problems. The current status for the three features was identical at 75% in place and 25% partially in place. The priorities for improvement for these three features were also similar, with over two thirds of respondents selecting a medium or low improvement priority.

The role of family and community matters was the subject of features IS5 and IS6. For the feature IS5, 75% of participants believed that the current status was in place for involving significant family members in individual systems. However, despite the fact that only 20% of participants selected the current status as in place for IS6 *School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies*, only 22% of respondents gave this feature a high improvement priority. These findings suggested that while teachers fully supported the involvement of parents in consultations regarding students' behavioural difficulties, they placed less value on schools providing formal parent training programs.

Table LMG1PS-4 Individual Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
IS1. Assessments are conducted regularly to identify students with chronic problem behaviours	75	25	0	33	33	34
IS2. A simple process exists for teachers to request assistance when behaviour problems occur in class	75	25	0	33	22	45
IS3. A staff member who is responsible for managing student behaviour responds promptly when a student demonstrates chronic problem behaviours	75	25	0	33	22	45
IS4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)	40	60	0	25	37	38
IS5. Significant family and/or community members are involved when appropriate and possible	73	27	0	33	33	34
IS6. School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies	20	40	40	25	50	25
IS7. Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff	58	42	0	40	40	20

For feature IS7 *Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff*, all respondents agreed that the current status was in place or partially in place for this feature. This was somewhat different to the priority for further improvement for this feature, with 80% of participants selecting either a high or medium improvement priority. Although monitoring behaviour of individuals and providing feedback to staff was largely in place or partially in place, there was still a need to prioritise and improve on processes.

Only the one participant commented on individual systems. The comment was supportive of the Learning Support Team who were the behaviour support team in IS7 who regularly made decisions about an individual student and reported to staff in regular meetings:

LST is active and monitors tracks and responds to referrals. Snapshots provide valuable information on attendance, reading level, homework,

behaviour, every 5 weeks. (22C)

Overall, staff were supportive of the current implementation of the features within the individual system that related to the management of students with chronic behaviours and how families were involved in decisions concerning their children. Although staff indicated some concern with providing training for families on managing behaviour, it was not considered a priority for improving current processes. Some minor concerns were also raised in the need for feedback about students with chronic behaviour to staff on a consistent and regular basis.

A11.2 LMG2 Detailed Case Study

A11.2.1 High School Survey Results

The high school survey results for the data on the four systems, that is, schoolwide, non-classroom, classroom, and individual systems, are first reported with reference to the key features of interest and the open-ended comments, followed by the interview data with reference to any relevant comments about the survey data by the principal.

A11.2.1.1 Schoolwide Systems

Table LMG2HS-1 provides the high school ratings for each of the 14 features in the schoolwide system. In the feature SW1, 100% of teachers selected that the current status of a small number of clearly and positively stated school rules was in place. However, although in place, 64% (32% high, 32% medium) of participants in the survey selected that this feature needed more attention and had further priorities for improvement. A similar trend can also be seen in the feature SW2 *Expected student behaviours are taught directly*, as 71% of teachers believed that the current status for this feature was in place, with 58% of participants selecting a high improvement priority.

The same percentage (58%) was selected by teachers as a high improvement priority for the features SW3 *Expected student behaviours are rewarded regularly*, SW4 *Problem behaviours (failure to meet expected student behaviours) are defined clearly*, and SW5 *Consequences for problem behaviours are defined clearly*. The similar trend for these three features can also be seen with the in-place current status for these features. For the features SW3 and SW4, 66% of teachers selected the current status as in place, and for SW5, 61% also selected the current status as in place.

]

Table LMG2HS-1 Schoolwide Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
SW1. A small number (e.g., 3–5) of positively and clearly stated student expectations or rules are defined	100	0	0	32	32	36
SW2. Expected student behaviours are taught directly	71	29	0	58	21	21
SW3. Expected student behaviours are rewarded regularly	66	34	0	58	21	21
SW4. Problem behaviours (failure to meet expected student behaviours) are defined clearly	66	29	5	58	16	26
SW5. Consequences for problem behaviours are defined clearly	61	34	5	58	21	21
SW6. The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear	62	29	9	37	37	26
SW7. Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs	52	39	9	53	21	26
SW8. Procedures are in place to address emergency/dangerous situations	81	19	0	26	32	42
SW9. A team exists for behaviour support planning and problem-solving	81	5	14	32	42	26
SW10. The school executive are active participants in the behaviour support team	62	19	19	58	16	26
SW11. Staff receives regular feedback on behaviour patterns	52	39	9	42	32	26
SW12. The school has formal strategies for informing families about expected student behaviours at school	76	19	5	37	32	31
SW13. Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school	19	62	19	42	47	11
SW14. All staff are involved directly and/or indirectly in schoolwide behaviour interventions	57	29	14	37	42	21

There were 10 comments from respondents in the schoolwide section. Nine out of the 10 were negative comments or suggested different ways to improve the schoolwide system. Seven out of the 10 comments were from classroom teachers and three were from executive staff.

Teachers generally agreed that the schoolwide systems were in place but had some reservations and considered further attention and improvement were needed. The

following comment highlights the general agreement that schoolwide systems were in place, although this was commented on by an executive member (12E). This was in contrast to a classroom teacher (7C), who suggested that there were no values or rules in place, and that a lack of consistent consequences and clearly stated rules from the executive can cause some tension.

Generally, the schoolwide system was seen as being in place. Consequences could become inconsistent for reasons of student welfare or the DP's actions with individual students. It can cause tensions amongst staff if consequences are inconsistent (12E):

Values not rules. No school rules. Consequences not clearly stated for teachers by executive. (7C)

Further high percentages were selected by teachers for the features SW8 *Procedures are in place to address emergency/dangerous situations* and SW9 *A team exists for behaviour support planning and problem-solving*. There were 81% of participants who selected the current status as in place for SW8 and SW9. However, teachers had selected different priorities for improvement for each of the features. For SW8, 58% of participants selected either a high or a medium improvement priority, and for SW9, 74% of teachers selected either a high or medium improvement priority. The following comment from one classroom teacher highlights the concern and priority for improvement for more severe behavioural concerns, procedures for return from suspension, and communication by the executive to staff:

Return from suspension in place with some success. Reasonable number of suspensions from executive but could be more. Not clear why not!?! (4C)

The lowest percentage selected by participants for the current status of a feature was for SW13 *Additional behaviour training activities for students are developed, modified, and conducted based on behavioural data collected by the school*. Only 19% of teachers selected that the current status of this feature was in place. The improvement priority for this feature was at 89% for either a high or medium priority for improvement. The selections for this feature was further highlighted with comments by one classroom teacher concerned about the discussion between teachers that would lead to better solutions for students with behaviour problems:

More discussion between teachers with problem kids and what works for them is needed. (2C)

In schoolwide systems, teachers generally agreed that systems were in place and staff were aware of how to implement according to set procedures. Further, there was some concern with consistency between executive and classroom teachers on the administration of consequences for problematic students. Teachers sought improvement in all areas despite the high in-place status and were looking for further

discussion on how to approach the problematic behaviour of some students, and systems and procedures within the school. Teachers perceived that the responsibility for communicating of schoolwide systems was largely with the executive of the school.

A11.2.1.2 Non-Classroom Systems

Table LMG2HS-2 provides the high school ratings for each of the nine features in the non-classroom system. In the feature NC1 *Expected student behaviours apply to non-classroom settings*, 99% of participants believed that the current status of this feature was in place or partially in place. However, 69% selected high or medium improvement priority, suggesting that, although largely satisfied with student behaviour, further improvement was required.

Table LMG2HS-2 Non-Classroom Systems by feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
NC1. Expected student behaviours apply to non-classroom settings	71	29	0		37	32	31
NC2. Expected student behaviours are taught in non-classroom settings	40	43	19		52	29	19
NC3. Staff members actively supervise students in non-classroom settings	71	29	0		42	32	26
NC4. Rewards exist for positive student behaviours in non-classroom settings	62	24	14		35	35	30
NC5. Non-classroom settings are modified to make supervision easier (e.g., canteen lines)	67	29	5		40	35	25
NC6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces at any time	40	29	35		30	55	15
NC7. Staff receive regular opportunities for developing and improving active supervision skills	15	30	55		45	30	25
NC8. The behaviour management practices are reviewed regularly	40	57	5		25	70	5
NC9. All staff are involved in evaluating the management of non-classroom settings	28	38	34		24	67	9

A similar trend can be seen for NC3 *Staff members actively supervise students in non-classroom settings*, with 71% of teachers selecting the current status as in place and 29% as partially in place. Again, although staff acknowledged that supervision in

non-classroom areas was occurring, there was a greater need to improve supervision practices. The improvement priorities from high to low at 42%, 32%, and 26%, respectively, point to further improvement in this area despite the high current status. The following comment from an executive teacher highlights the problems with supervision in non-classroom areas and suggested the reason why further improvement had been selected by participants:

School layout makes it easier to truant and leave grounds, difficult for staff to manage. Lots of different users on grounds such as TAFE. (3E)

In NC5 *Non-classroom settings are modified to make supervision easier (e.g., canteen lines)*, 95% of participants selected that the current status was either in place or partially in place. Surprisingly, 75% of teachers were still selecting either a high or medium improvement priority, suggesting that further work was required in modifying non-classroom settings. Similar to previous trends for the non-classroom systems, teachers were largely satisfied with the current status of supervision but wanted further improvements. The following comment from one classroom teacher suggested a solution for supervision in a non-classroom area, such as hallways:

[I would] like to see a behaviour mentor monitor hallways, deal with the persistent disobedience, hold after school detentions and mentor teachers in charge of duties. (10C)

The feature NC7 *Staff receive regular opportunities for developing and improving active supervision skills* attracted the smallest percentage for an in-place current status of 15%. Teachers further acknowledged the need for a high or medium improvement priority of 75%, suggesting a great concern for further development of supervision skills in non-classroom areas. There were a number of comments associated with this feature acknowledging the need for further improvements in this area through professional learning:

There should be training for inexperienced teachers on behaviour. A better policy for consequences during breaks. (10C)

Workshops and training should be available as older techniques are not working on the new generation of kids. (6C)

In feature NC8 *The behaviour management practices are reviewed regularly*, 97% of respondents selected either an in-place or partially in-place current status. Although, as in previous features, staff were largely satisfied with the current status of reviewing practices, 95% also selected a high or medium improvement priority. However, two executive staff members offered comment that suggested specific areas of priority in reviewing the practices and procedures of staff and continued need to be consistent

in responding to students in non-classroom areas:

Varies with staff members, some inconsistency, break times and changeover at lesson times varies. (5E)

There needs to be consistency between staff and settings [as] sometimes problematic. (12E)

Comments on surveys from three classroom teachers point to suggestions for improving the status of the non-classroom system. All the comments offered suggested changes to the current non-classroom system in the playground and bus lines:

Rules [for non-classroom systems] are taught under difficult conditions while rushing for buses etc. (7C)

There should be designated Year 7 and 8 areas. A Bullying box. A section for organised play etc. (18C)

Don't use restorative justice enough. Need procedures in place like a separate playground for chronic behaviour problems. [Procedures] seems to be all reactionary. (13C)

In non-classroom systems, over 80% of respondents believed that the supervision of non-classroom features was either in place or partially in place. However, there was some concern about the non-classroom system, suggesting a need for increased regular reviews of these areas. As a result, better strategies could be employed for students who have difficulty, as well as better systems for moving students around the school. Teachers and executive staff further acknowledged the need for consistency across the school in non-classroom areas and improved professional training for school staff in this area.

[A11.2.1.3 Classroom Systems](#)

Table LMG2HS-3 provides the high school ratings for each of the 11 features in the classroom system.

In the feature C1 *Expected student behaviour and routines in classrooms are stated positively and defined clearly*, 95% of respondents selected the current status as in place. Participants for C1 were largely satisfied with the current status for this feature. However, there was some concern for this area, which is reflected in the priority for improvement ranging from high to low at 26%, 37%, and 37%, respectively. This was acknowledged by an executive participant in the following comment who recognised the difficulty experienced by staff in ensuring all behaviours are clearly defined when some students are unmotivated to participate:

Difficult to achieve 80+% across staff. Large % of students unmotivated towards hard work. (3E)

Table LMG2HS-3 Classroom Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
C1. Expected student behaviour and routines in classrooms are stated positively and defined clearly	95	5	0	26	37	37
C2. Problem behaviours are defined clearly	61	34	5	21	53	26
C3. Expected student behaviour and routines in classrooms are taught directly	76	24	0	32	36	32
C4. Expected student behaviours are acknowledged regularly	91	9	0	26	37	37
C5. Problem behaviours receive consistent consequences	38	57	5	58	26	16
C6. Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures	66	34	0	32	36	32
C7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs	57	38	5	45	35	20
C8. Teaching and curriculum materials are matched to student ability	34	66	0	42	32	26
C9. Students experience high rates of academic success (greater than 75% correct on tasks)	9	67	24	45	25	30
C10. Teachers have regular supervision, mentoring, training, and development	36	44	20	50	30	20
C11. Transitions between teaching activities are efficient and orderly	48	48	4	25	25	50

Further to the above comment by an executive teacher, an interesting feature that reflects upon teacher practices involving curriculum are the results for the feature C8 *Teaching and curriculum materials are matched to student ability*. The current status of this feature was selected by participants as in place or partially in place at 100%. However, in comparison with feature C9 *Students experience high rates of academic success (greater than 75% correct on tasks)*, which essentially relied on selection of available curriculum materials provided by teachers, the current in-place status was at only 9%. However, over two thirds of teachers selected high and medium improvement priorities for both features C8 and C9, registering that they were concerned with students experiencing academic success in classroom systems.

The feature C6 *Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures* had 100% of participants selecting the current

status as either in place or partially in place. As with many of the features, staff still believed that there was a priority for improvement, with 68% selecting either a high or medium improvement priority.

There were many comments associated with the classroom system that suggested issues with effective management of problem behaviour within classrooms. Some highlighted the inconsistencies between faculties and individual teacher practices, and some were concerned with available appropriate resources to teach students with learning and behaviour problems. One comment was from an executive member who suggested that their particular faculty (a faculty is a small staffroom with one head teacher and a number of classroom teachers in one or a number of subject areas) was in line with schoolwide procedures and suggested that other faculties were neither clear nor consistent:

Little interchange between teachers about the classroom. Experienced staff helps. Large school and variety of styles/methods. Expectations are pushed via PBL but not always successful. (4C)

Our faculty yes. [Classroom systems] Not clear or consistent with schoolwide procedures in other faculties. Stages 4 and 5 are already matched to ability. (5E)

Every class should have similar layout with a smartboard. Consistency and interesting lessons limit behaviour problems. (10C)

Inconsistent mobile phone policy, teachers sometimes refuse to modify curriculum for life-skills and behaviour. (13C)

Teachers with problems should be able to have the head teacher in their room. (17C)

Overall, in the classroom system, teachers were satisfied with the current status of most of the features, with an average of 94% selecting either an in-place or partially in-place current status. The main areas of concern for teachers were for students achieving academic success within classrooms and inconsistencies between staff for behaviour and curriculum delivery within individual classrooms. The average overall high or medium priority of improvement at 70% for all features and the many comments suggested that teachers continued to be concerned with classroom systems, which warranted some change.

A11.2.1.4 Individual Systems

Table LMG2HS-4 provides the high school ratings for each of the seven features in the individual system.

Table LMG2HS-4 Individual System by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
IS1. Assessments are conducted regularly to identify students with chronic problem behaviours	57	38	5	62	14	24
IS2. A simple process exists for teachers to request assistance when behaviour problems occur in class	57	33	10	43	33	24
IS3. A staff member who is responsible for managing student behaviour responds promptly when a student demonstrates chronic problem behaviours	57	33	10	47	24	29
IS4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)	52	19	29	48	33	19
IS5. Significant family and/or community members are involved when appropriate and possible	62	28	10	48	28	24
IS6. School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies	10	19	71	57	29	14
IS7. Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff	48	38	14	57	29	14

In the three features IS1, IS2, and IS3, over 90% of all survey respondents believed that assessments were conducted regularly, simple procedures were in place to request assistance, and a member of staff responded promptly for a student with chronic behaviour problems. However, three quarters of respondents for the same features believed that it had a high or medium improvement priority. One executive member commented on the difficulty of being a teaching executive and to always respond promptly to classroom issues with individual students with chronic behaviour. This also suggests that although teachers were satisfied overall with support from the executive, they did see a need for further improvement of support. As demonstrated in the following comment suggested by an executive, the area of improvement could be around proactively working with teachers to enable them to better respond to individual students with chronic behaviour rather than reactive disciplining of students by the executive:

Delays in dealing with problem behaviours causes angst with staff. Hard for teaching executive as mainly involved with reactive discipline issues and little time for pro-active work with staff and students. (12E)

In the feature IS7 *Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff*, 86% of survey respondents selected that this feature was either in place or partially in place. However, 86% of participants also believed that this feature had a high or medium improvement priority. A number of comments for this feature were negative, perhaps reflecting concern with the communication of processes in place to support individuals or changes to approaches. Communication between executive, support teams, and classroom teachers was also raised as an area of concern.

The following comments illustrate four classroom teachers' ideas for managing individual students with chronic behaviour and the systems for supporting individuals. All the comments seem to suggest that these students should be removed from the classroom and general population, or further supported by executive staff or a behaviour trained aide, but away from the classroom teacher:

Unsure of regular support team or support. Not a simple process [to apply]. Faculty OK with difficult kids but don't know about whole school. Did not know about a school behaviour support team even existing! (7C)

Every school should have a behaviour unit where students go to improve their behaviour and then rejoin mainstream. (10C)

Difficult to [have to] retain students until 17. Many hoops to go through before kids can be expelled. Only expectations or goals for behaviour known for this group. Don't know how to get the kids to have the same expectations in class. Not well supported by executive. (4C)

These students should be directed to an area supervised by staff and executive. Students with behaviour take a lot of my time. A TAS trained in behaviour is helpful. (17C)

Two interesting comments from executive staff also suggest that there were systems in place for individual students and this was largely well managed. However, these comments also suggest that not all executive staff were responsible for supporting students with chronic problems. It was also acknowledged that those executive who applied for funding to support individual students was of concern, particularly as to whether adequate support was obtained:

Not my area particular executives are responsible for welfare but seems to be well managed and responsive. (3E)

The process in accessing support and getting funding is hard and often not gained. (5E)

Overall, for the individual system in the high school, staff were largely satisfied, with 78% of staff selecting the current status of individual systems either in place or partially in place. However, 79% of staff also believed that there was a high or medium priority to improve the current practices. Areas that were highlighted were lack of consistency and communication between staff and executive on processes for responding to students with behaviour problems, and a lack of professional learning for classroom teachers in this area. Comments by teachers emphasised the responsibility of others to support the classroom teacher in responding to students with chronic behaviours. Executive staff reported that they were aware of the problems in classrooms, but time and funding were a factor in restricting more responsive systems for supporting classroom teachers with difficult students.

A11.2.2 Primary School Survey Results

A11.2.2.1 Schoolwide Systems

Table LMG2PS-1 provides the primary school ratings for each of the 14 features in the schoolwide system as a percentage. Eight participants completed the survey. There was only one comment from a classroom teacher in this area that related more to individual support or classroom support.

In the schoolwide system, two features, SW1 and SW2, were rated by 100% of the staff as being in place. This indicates that the majority of the primary school staff believed that, within their school, there were three to five rules and students were taught the rules directly by staff. Similarly, over three quarters of survey respondents selected a low improvement priority for these two features.

Overall, for the 14 features, over three quarters of survey respondents believed that the current status for schoolwide systems was either in place or partially in place. The only feature that had a significant difference was feature SW13 *Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school*. Over 60% of respondents believed the current status for this feature was either partially in place or not in place. This indicates that staff were interested in receiving more professional training based upon their own behavioural data collected concerning schoolwide issues. This was further supported by 75% of survey respondents selecting either a high or medium improvement priority.

Table LMG2PS-1 Schoolwide System by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
SW1. A small number (e.g., 3–5) of positively and clearly stated student expectations or rules are defined	100	0	0	13	12	75
SW2. Expected student behaviours are taught directly	100	0	0	12	13	75
SW3. Expected student behaviours are rewarded regularly	88	25	0	12	50	38
SW4. Problem behaviours (failure to meet expected student behaviours) are defined clearly	87	13	0	25	25	50
SW5. Consequences for problem behaviours are defined clearly	63	25	12	38	37	25
SW6. The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear	38	50	12	38	62	0
SW7. Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs	75	25	0	13	62	25
SW8. Procedures are in place to address emergency/dangerous situations	75	25	0	25	25	50
SW9. A team exists for behaviour support planning and problem-solving	50	50	0	12	75	13
SW10. The school executive are active participants in the behaviour support team	63	25	12	12	63	25
SW11. Staff receives regular feedback on behaviour patterns	50	25	25	12	63	25
SW12. The school has formal strategies for informing families about expected student behaviours at school	63	25	12	12	50	38
SW13. Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school	38	25	37	12	63	25
SW14. All staff are involved directly and/or indirectly in schoolwide behaviour interventions	50	38	12	37	38	25

The features SW9 *A team exists for behaviour support planning and problem-solving* and SW11 *Staff receives regular feedback on behaviour patterns* indicated some areas of concern for staff, with 87% and 75% of survey respondents listing these features as a high to medium improvement priority, respectively. Although there were indicators that SW9 and SW11 were areas of concern, the current status for both

these features were listed as largely in place. Concerns for staff could be around ongoing interest in more knowledge about schoolwide processes or further support and information from the executive.

Overall, the survey results for the primary school indicate that over 92% of participants believe that the current status is either in place or partially in place for schoolwide systems. However, although over 91% had selected either a medium or low priority for improvement, 66% of those figures were a medium improvement priority. This indicates continued concern for improving some features of the schoolwide system in the area of professional learning for staff and more knowledge of current school processes for the management of student behaviour.

A11.2.2.2 Non-Classroom Systems

Table LMG2PS-2 provides the primary school ratings for each of the nine features in the non-classroom system.

For the features NC1, NC2, and NC3, 89% of participants selected either an in-place current status or a partially in-place status. Also 91% of participants believed that these three features had a medium or low priority for improvement. This suggests that staff are satisfied that there are a clear set of non-classroom rules in the school, these rules are taught to all students by staff, and staff actively supervise the non-classroom areas.

The current status of the other six non-classroom features (NS4 to NS9) had areas of concern with selections mainly in the partial or the not in-place status. This suggests that 64% of survey respondents had implemented most, or were aware of modifications to, behaviour for non-classroom areas, such as canteen areas, to allow adequate supervision or that behaviour practices were reviewed regularly. However, in NS9, 87% of participants had concerns that not all staff were involved in evaluating the management of non-classroom settings. This was further reinforced, with 50% of staff selecting a medium priority for improvement. However, there were also 50% of respondents that selected NS9 as a low priority, which suggests concerns but not of a high priority.

Table LMG2PS-2 Non-Classroom System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
NC1. Expected student behaviours apply to non-classroom settings	88	12	0		0	50	50
NC2. Expected student behaviours are taught in non-classroom settings	75	25	0		12	63	25
NC3. Staff members actively supervise students in non-classroom settings	100	0	0		12	38	50
NC4. Rewards exist for positive student behaviours in non-classroom settings	25	50	25		25	62	13
NC5. Non-classroom settings are modified to make supervision easier (e.g., canteen lines)	50	50	0		0	50	50
NC6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces at any time	25	62	13		0	63	37
NC7. Staff receive regular opportunities for developing and improving active supervision skills	12	13	75		12	50	38
NC8. The behaviour management practices are reviewed regularly	25	75	0		12	63	25
NC9. All staff are involved in evaluating the management of non-classroom settings	13	50	37		0	50	50

There were three comments made by participants for non-classroom features. Two of the participants who commented were classroom teachers and one was an executive. The classroom teacher (C2) seemed more concerned for individual students and the lack of support given to the school for the students with problem behaviours. This teacher suggested increased money or support would assist in improving the current status of the school's management of non-classroom behaviour:

School manages behaviour well but district office needs to give greater support for highly disruptive/violent students such as more money for aides or remove them to a better suitable place. (C2)

The second comment from classroom teacher (C7) points to the increase in problem behaviour over the last 10 years. Interestingly, this teacher was concerned for a relatively minor behaviour of backchatting. It was not commented what "... driving the point home ..." refers to but may suggest a punishment:

[There is an] increase of kids in the last 10 years of backchatting and we need to drive the point home that this is not acceptable. (C7)

The final comment was from an executive member who suggested that the monitoring or successful implementation of supervision in non-classroom areas was difficult in a large school. The comment did not elaborate on whether this was supervision by executive or all staff:

The large size of school makes it difficult to be in all non-class settings to supervise. (E3)

In summary, overall 83% of respondents to the non-classroom features had selected either an in-place or partial in-place current status for all nine features, with 92% giving a medium or low improvement priority. This suggests that participants from this school were largely satisfied with the non-classroom system. Participants would have liked to see more support from district office, increased funding to employ teacher aides, and continued regular review of non-classroom behaviour practices.

A11.2.2.3 Classroom Systems

Table LMG2PS-3 provides the primary school ratings for each of the 11 features in the classroom system.

There are largely consistent responses for features C1 to C4. Participants selected an average of approximately 98% of in-place and partial in-place current status for the first four features. This essentially means that respondents agreed that there were a set of expected class routines, behaviours were well defined, and good behaviour was regularly acknowledged within their classrooms. However, the improvement priority for each of the four features implies that although these features were generally in place, respondents were still concerned. The concern was indicated by a range from 63% to 74% of a high and medium improvement priority.

The feature C5 has a significant change, as 38% of respondents only selected an in-place current status for classroom problem behaviours receive consistent consequences. This was also reflected in the improvement priority, as over three quarters of respondents opted for a high or medium priority for improvement for this feature.

Table LMG2PS-3 Classroom Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
C1. Expected student behaviour and routines in classrooms are stated positively and defined clearly	95	5	0	26	37	37
C2. Problem behaviours are defined clearly	61	34	5	21	53	26
C3. Expected student behaviour and routines in classrooms are taught directly	76	24	0	32	36	32
C4. Expected student behaviours are acknowledged regularly	91	9	0	26	37	37
C5. Problem behaviours receive consistent consequences	38	57	5	58	26	16
C6. Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures	66	34	0	32	36	32
C7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs	57	38	5	45	35	20
C8. Teaching and curriculum materials are matched to student ability	34	66	0	42	32	26
C9. Students experience high rates of academic success (greater than 75% correct on tasks)	9	67	24	45	25	30
C10. Teachers have regular supervision, mentoring, training, and development	36	44	20	50	30	20
C11. Transitions between teaching activities are efficient and orderly	48	48	4	25	25	50

The two features, C8 and C9, concerned with matching curriculum materials to mixed ability classes and classroom students experiencing academic success had conflicting results. In C8, 34% of participants selected that matching the curriculum was in place; however, only 9% in C9 reported that students in their class experienced academic success. As the classroom teacher was responsible for providing adjusted curriculum materials to all students, this result is interesting. Concern by staff was also reflected in the two features' improvement priority where over 70% of staff respondents believed that there was a high to medium priority for improvement. Therefore, staff may have recognised the need to further improve classroom practices that involved learning and teaching of the curriculum.

The following comment by a classroom teacher illustrates the difficulty providing appropriate learning materials for students with different abilities. However, it does not offer a solution or the responsibility to students in mixed ability classes:

In mixed ability classes it is impossible to teach materials matched to student

ability ... it is too hard! (C1)

A comment by another classroom teacher suggested that further support was needed in the classroom. This participant suggested that a teacher's aide, another adult in the classroom, would reduce further difficulties for teachers. However, this respondent inferred that although this could assist in supporting the classroom teacher, access to a teacher's aide was only through the individual student receiving a formal diagnosis:

More aide support [is needed] with those that are most difficult to deal with, unless [the student] has a diagnosis [class teacher/school] receives no support. (C7)

In summary, 96% of participants selected either an in-place or partially in-place current status for classroom systems. However, staff were still concerned, with an average of 86% selecting either a high or medium improvement priority for all the features. Staff believed that within the classroom they provided routines and good academic programs, but students still had difficulties with achieving high academic success. Although there was regular monitoring of behaviour and provision of behaviour training for staff, further improvement and increased staff professional learning was needed to support classroom systems.

A11.2.2.4 Individual Systems

Table LMG2PS-4 provides the primary school ratings for each of the seven features in the individual system.

In the feature IS1 *Assessments are conducted regularly for students with chronic problem behaviour*, 37% of respondents selected an in-place current status, with 38% and 25% for a partial and not in-place current status, respectively. However, although it may not be clearly in place, 62% of participants selected a medium or low level of priority for improvement. Interestingly, for a related feature, IS4 *An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)*, only 12% of respondent selected that it was currently in place, with 68% believing this individual behaviour assessment had either a high or medium improvement priority. It is not clear if staff understood the purpose of an individual functional behavioural assessment or that it was considered part of a suite of individual assessments performed for students on individual behaviour programs.

Table LMG2PS-4 Individual System by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
IS1. Assessments are conducted regularly to identify students with chronic problem behaviours	37	38	25	38	12	50
IS2. A simple process exists for teachers to request assistance when behaviour problems occur in class	25	50	25	38	37	25
IS3. A staff member who is responsible for managing student behaviour responds promptly when a student demonstrates chronic problem behaviours	50	50	0	50	37	13
IS4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)	12	38	50	50	38	12
IS5. Significant family and/or community members are involved when appropriate and possible	38	62	0	38	25	37
IS6. School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies	25	25	50	38	50	12
IS7. Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff	50	25	25	25	50	25

The feature IS6 *School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies*, attracted 75% of participants selecting a partial or not in-place current status. Over 85% of participants also selected

either a high or medium priority for improvement, suggesting that it was important for staff to have a relationship with parents and families and be able to offer opportunities for further development of skills in working with the school or with their own children. One comment from a classroom teacher (C6) somewhat disagreed with this feature, suggesting that there were many opportunities offered to parents and families but these were not well supported or utilised:

The school puts a lot of effort into providing behavioural support. Not many parents are willing to accept support or training offered. (C6)

There was high concern from some staff for the inclusion of students with chronic behaviour problems in classrooms. Two comments from classroom teachers suggested that there was too much focus on specific individuals to the detriment of other students and conflicting priorities of teaching and learning within the classroom:

Chronic behaviour within the classroom uses most of the teacher's time and effort. (C1)

Management of these children need to be number one priority!!! We need more support by executive or others outside the school. One teacher with a large class cannot do it all!! The good students are being robbed of time and teacher burnout and stress is increasing!!! (C7)

In summary for individual systems, overall average percentages for selections by participants suggest that half of the respondents believed that the individual system's current status was partially in place. However, 40% and 35%, respectively, of participants reported that individual systems had a high or medium priority for improvement. This was particularly prevalent in a conflict between two related features and some conflict between the purpose of a functional behavioural assessment and other individual assessments for students with chronic behaviour problems. Comments from teachers suggested that having students with chronic behaviour in their classrooms had the potential to cause serious stress and burnout without increased support from school executive, district, and state office personnel and appropriate funding.

[A11.3 LMG3 Detailed Case Study](#)

[A11.3.1 High School Survey Results](#)

The high school survey results for data on the four systems, schoolwide, non-classroom, classroom, and individual systems, are first reported with reference to the key features of interest and the open-ended comments, followed by relevant principal interview information that discussed the four systems.

[A11.3.1.1 Schoolwide System](#)

Table LMG3HS-1 provides the high school ratings for each of the 14 features in the schoolwide system. There were three comments from participants in the schoolwide system: two from classroom teachers and one from the executive. In the feature S1, over 90% of participants believed that there was a number of positively and clearly stated rules or expectations. Over half (67%) gave this feature a medium or low improvement priority. However, a third considered feature S1 as worth prioritising for future improvement.

A similar result occurred for S8 *Procedures are in place to address emergency/dangerous situations*, where 100% of respondents selected the current status as either in place (67%) or partially in place (33%). However there was a

closer distribution for the improvement priority, with a high (40%), medium (33%), or low (27%) selection by participants. This suggests that although the participants acknowledged that these procedures were in place there was a need for further improvement.

Table LMG3HS-1 Schoolwide System by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
SW1. A small number (e.g., 3–5) of positively and clearly stated student expectations or rules are defined	73	20	7	33	13	54
SW2. Expected student behaviours are taught directly	40	60	0	27	53	20
SW3. Expected student behaviours are rewarded regularly	47	53	0	20	80	0
SW4. Problem behaviours (failure to meet expected student behaviours) are defined clearly	13	27	60	73	20	7
SW5. Consequences for problem behaviours are defined clearly	13	33	54	67	27	6
SW6. The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear	27	53	20	53	27	20
SW7. Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs	7	67	26	73	27	0
SW8. Procedures are in place to address emergency/dangerous situations	67	33	0	40	27	33
SW9. A team exists for behaviour support planning and problem-solving	47	33	20	40	33	27
SW10. The school executive are active participants in the behaviour support team	27	53	20	60	20	20
SW11. Staff receives regular feedback on behaviour patterns	27	60	13	33	47	20
SW12. The school has formal strategies for informing families about expected student behaviours at school	47	40	13	60	27	13
SW13. Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school	40	33	27	33	54	13
SW14. All staff are involved directly and/or indirectly in schoolwide behaviour interventions	13	40	47	54	33	13

In the feature SW7 *Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs*, only 7% of participants selected the current

status as in place. The greatest percentage was partially in place at 67%, followed by 26% of participants selecting the current status as not in place. Feature SW7 was an area of concern, as 73% of participants selected a high and 27% as a medium improvement priority. One comment by a classroom teacher suggested that emergency procedures could be further improved by the executive, although it was not clear how or what should be improved:

We had a crisis with a student and we had to do a close down. It is horrible with teenagers. This needs to be better organised by executive. (120C)

In the feature SW5 *Consequences for problem behaviours are defined clearly*, only 13% of participants believed that the current status was in place. Over half of the respondents (54%) selected this feature as not in place. The concern by participants for this feature was also illustrated by 94% selecting either a high or medium improvement priority. A written comment by a classroom teacher stressed that consequences for behaviour were not consistent and that more support was needed from the executive in this area. However, the participant acknowledged that the schoolwide system was satisfactory overall:

Generally [schoolwide systems] OK a lot more support needed by the executive. Consistent consequences are needed. (118C)

There is some concern by participants for the role executive play in the school behaviour support team, as in feature SW10, with over half of the participants selecting the current status as partially in place. The majority of respondents believed this feature had a high (60%) improvement priority, thus highlighting this feature as an area of concern.

For the feature SW12 *The school has formal strategies for informing families about expected student behaviour*, 87% of participants believed that the current status was either in place or partially in place. Once again, however, respondents still selected that this could be further improved, with 60% opting for a high improvement priority. There were no comments that referred to parent or family participation for schoolwide systems.

It must be noted that there was one comment by an executive member in the schoolwide comment section that informed about the stage of PBL. The executive member informed that data collection had begun for the first stage of the schoolwide system:

We've begun collecting data of schoolwide practices with a survey from PBL. (114E)

The overall result for schoolwide systems had approximately a third of staff (35%) selecting the current status as in place and 43% partially in place. Comments referred

to more support being needed from the executive, with consistent consequences and improved emergency procedures. Nearly half of the respondents (48%) suggested that schoolwide systems had a high priority for further improvement. Only 17% of participants believed that the improvement priority was low. This suggests that, overall, respondents were not necessarily satisfied with schoolwide systems and specific areas such as involvement in interventions and processes by all staff was needed, together with more support from the executive. Respondents were also concerned with improving links to families with information and processes for the schoolwide system. There is information that schoolwide behaviour data collection has begun in the school.

A11.3.1.2 Non-Classroom Systems

Table LMG3HS-2 provides the high school ratings for each of the nine features in the non-classroom system. There were two comments in this section: one from a classroom teacher and one from an executive member.

Table LMG3HS-2 Non-classroom System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
NC1. Expected student behaviours apply to non-classroom settings	54	33	13		33	27	40
NC2. Expected student behaviours are taught in non-classroom settings	27	40	33		54	33	13
NC3. Staff members actively supervise students in non-classroom settings	73	27	0		27	60	13
NC4. Rewards exist for positive student behaviours in non-classroom settings	40	33	27		47	33	20
NC5. Non-classroom settings are modified to make supervision easier (e.g., canteen lines)	33	54	13		54	33	13
NC6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces at any time	33	40	27		33	47	20
NC7. Staff receive regular opportunities for developing and improving active supervision skills	13	33	54		60	33	7
NC8. The behaviour management practices are reviewed regularly	20	20	60		80	20	0
NC9. All staff are involved in evaluating the management of non-classroom settings	13	47	40		33	54	13

In the feature NC1, 87% of respondents selected that the current status was either in place or partially in place. However, 40% of staff also gave this feature a low

improvement priority, which implies that staff were somewhat satisfied with the expected student behaviour in non-classroom settings, such as the playground, canteen, assembly, or bus lines. The other 60% of the participants selected either a high (33%) or medium (27%) improvement priority, which suggests that there was still some concern and ongoing priority for more work in this area.

In the feature NC3 *Staff members actively supervise students in non-classroom settings*, 73% of participants agreed that the current status was in place. However, there was still further concern, as illustrated in the improvement priority of either high (27%) or medium (60%). This perhaps suggests that participants may wish to further advance their learning or improve current practices despite the high status.

Features NC7 and NC9 attracted similar low scores for current status. Both features had only 13% for an in-place current status. However, there were more significant differences in the improvement priority, with 60% of participants opting for a high improvement priority for NC7. This is in comparison to 33% of participants selecting a high improvement priority for NC9. Both of these features are concerned with involving staff in behaviour management processes in the non-classroom system. NC7 is about staff receiving regular opportunities to improve their skills in managing non-classroom behaviour and NC9 is about being part of a team that evaluates the success of non-classroom management strategies or processes. Participants were more concerned with improving their supervision skills than being fully involved in evaluating the management processes in non-classroom systems. However, there is still evidence of concern, as 54% of participants did select a medium priority for improvement in NC9.

In the feature NC8 *The behaviour management practices are reviewed regularly*, only 20% of participants believed that the current status was in place. Also, 80% of participants rated this feature as a high improvement priority, suggesting that staff were unhappy with current behaviour management practices and wanted to be part of a review process of the non-classroom system.

One classroom teacher commented on a specific area of the non-classroom system, the playground. The classroom teacher seemed very concerned about students who were exhibiting extreme behaviours, and perhaps being unable to intercede effectively. The comment has four exclamation marks, which suggests it to either be very important to the teacher, or perhaps a situation of high stress. The comment suggests that the executive should be more consistent with support for teachers on the playground:

*We need the executive to be consistent with supporting us on the playground.
Some of the kids can really get out of control!!!! (120C)*

However, a further comment in this section from a school executive participant suggests that all staff need to be more consistent with the management of behaviour on the playground. This suggests that perhaps there is room for further review of current practices and there are sometimes opposing parties on either side of the discussion about non-classroom systems:

Need consistency amongst all staff, especially on the playground. (114E)

Overall, in non-classroom systems, participants were concerned that they be involved in reviewing the non-classroom system and consistent approaches be used by both executive and classroom teachers. The non-classroom systems seem to be an area that has a number of issues. In the overall summary of non-classroom features, 34% of participants believed that non-classroom systems were in place, with 36% partially in place. Despite 70% of participants rating non-classroom systems as present in the school, the priority for improvement of non-classroom systems was 46% for high priority and 38% for a medium priority. This suggests staff wanted a significant amount of consideration to be given to evaluating the current system.

A11.3.1.3 Classroom Systems

Table LMG3HS-3 provides the high school ratings for each of the 11 features in the classroom system. There were two comments in this section, both from classroom teachers. In the feature C1, 100% of participants reported that expected student behaviour and routines had been positively stated and defined and the current status was in place. However, 60% of participants also selected that this was a feature that had a medium improvement priority, which is in contrast to it effectively being in place. This is similar to C4, where 93% of respondents selected the current status as in place for acknowledging student behaviours regularly within the classroom. However, again, two thirds of participants selected that this feature had a high or medium improvement priority.

The features C8 and C9 are on the subjects of matching curriculum materials to student ability and whether students experience a high rate of academic success. Although 47% of participants selected a high current status for matching curriculum materials (C8), only 6% of respondents selected a high current status for students experiencing high rates of academic success (C9). Perhaps expressing the need to further improve these two features, 73% of participants opted for a high or medium improvement priority for C8 and 70% for C9.

Table LMG3HS-3 Classroom Systems by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
C1. Expected student behaviour and routines in classrooms are stated positively and defined clearly	100	0	0		27	60	13
C2. Problem behaviours are defined clearly	47	33	20		33	54	13
C3. Expected student behaviour and routines in classrooms are taught directly	67	13	20		34	33	33
C4. Expected student behaviours are acknowledged regularly	93	7	0		27	40	33
C5. Problem behaviours receive consistent consequences	33	60	7		60	27	13
C6. Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures	53	47	0		33	54	13
C7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs	67	33	0		33	40	27
C8. Teaching and curriculum materials are matched to student ability	47	54	0		40	33	27
C9. Students experience high rates of academic success (greater than 75% correct on tasks)	6	67	27		53	20	27
C10. Teachers have regular supervision, mentoring, training, and development	40	33	27		47	27	26
C11. Transitions between teaching activities are efficient and orderly	47	47	6		27	20	53

C5 *Problem behaviours receive consistent consequences* continues to be an area of great concern to participants. A third (33%) of respondents selected an in-place current status, with 60% selecting a high improvement priority. As almost two thirds of participants' selected a high improvement priority, it points to this feature being an area of major concern in classroom systems. A comment by an executive teacher points to some inconsistencies across classrooms and stresses that it is important, reinforcing the need for improvement in this feature:

Consistency between the classrooms is essential. (114E)

Overall, for classroom systems, 91% of participants selected that the current status is in place or partially in place. However, in contrast to the current status, three quarters of respondents (75%) also believed that there is a high or medium priority for improvement. In classroom systems, respondents were concerned that students were not progressing well academically, but believed that there was good curriculum materials made available by teachers in the classroom. This is contrasted with this

area having a high improvement priority. Executive staff were concerned about the consistency between classrooms, and respondents also believed that consistency in consequences had a high improvement priority. Participants also believed that they were providing good routines and rules and consequences in the classroom with a sound reward system in place.

A11.3.1.4 Individual System

Table LMG3HS-4 provides the high school ratings for each of the seven features for individual systems. There were seven comments in this section. Six comments were from classroom teachers and one from an executive member. In feature IS1 *Assessments are conducted regularly to identify students with chronic problems*, over half of the respondents (60%) selected the current status as in place or partially in place (27%). In terms of improvement priority, over half of the respondents also selected a high improvement priority, indicating that some or similar respondents were concerned for this feature.

Table LMG3HS-4 High School Individual Systems by Feature

<i>Feature</i>	<i>Current Status %</i>			<i>Improvement Priority %</i>		
	<i>In place</i>	<i>Partial</i>	<i>Not in place</i>	<i>High</i>	<i>Med</i>	<i>Low</i>
IS1. Assessments are conducted regularly to identify students with chronic problem behaviours	67	27	6	53	27	20
IS2. A simple process exists for teachers to request assistance when behaviour problems occur in class	54	33	13	40	40	20
IS3. A staff member who is responsible for managing student behaviour responds promptly when a student demonstrates chronic problem behaviours	53	40	7	47	13	40
IS4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)	54	33	13	53	27	20
IS5. Significant family and/or community members are involved when appropriate & possible	60	33	7	40	33	27
IS6. School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies	0	33	67	47	33	20
IS7. Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff	47	33	20	60	20	20

Interestingly, in IS4, which deals with an individual functional behavioural assessment that identifies a student with chronic behaviour, 87% opted for an in-place or partially in-place current status, but 80% had a high or medium improvement priority. Both of these features are to do with assessments, and, although they are considered in place, staff wished to have priority for improvement.

Further features that consider family and community participation and decision-making for student behaviour are IS5 and IS6. The majority of participants (93%) believe that family and community members are highly involved with the individual behaviour systems. Despite the current status as either being in place or partially in place, 73% of respondents still selected that there should be further priority for improvement in this area. In contrast is the feature IS6 on providing formal opportunities for family and community to have access to behaviour support and parent training; no respondents believed that the current status was in place. In fact, 67% selected the current status as not in place. Participants (73%) were concerned about family training opportunities by opting for either a high or medium improvement priority. The following comment from one classroom teacher reported that the problem in her opinion sometimes lay with the family:

The parents are a lot of the problems. Like to blame the school when they do little at home. (112C)

A further feature of concern is IS7, which is concerned with providing feedback about student behaviour to staff on a regular basis. Less than half (47%) of the participants believed that the current status was in place, with 60% opting for a high priority for improvement.

The individual system attracted the most comments from the high school participants. The following comments outline some of the concerns raised by both executive and classroom teachers. The comments range from improved training to the acknowledgement of other pressures in the classroom that may exacerbate the effective management of behaviour:

More training needed for all our staff on how to manage these chronic kids. Some students do not belong in the classroom they stop the learning of others. (123C)

With all the new curriculum pressures it's hard to try and do everything and cater for the kids with LD and behaviour. (117E)

Some students do not belong in the classroom they stop the learning of others. (123C)

The behaviour support from experts is often dependent upon the individual teacher. We seem to have a lot of changes, casuals etc. (110E)

We have some really difficult kids here and they cause most of the stress for us. Need better support from regional office. (115C)

Some staff do not seem to like kids or want to change at all. Some staff need to change their teaching style to better fit the kids we have. Some kids have horrible lives! (119C)

The above comments indicate the variation in opinion and why managing students with chronic behaviour is somewhat problematic for the respondents of the high school. There is occasionally a mismatch between classroom teachers expecting consistent support from the executive, and executive concerns about consistent management practices between classroom teachers.

The overall percentages reveal a positive outlook, as 81% of participants selected either an in place (48%) or partially in place (33%) for current status of individual systems. However, this is not necessarily reflected in the summary of priorities for improvement. Apart from comments about problematic students, lack of regional funding, and further in-class support, three quarters of the participants (77%) had a high or medium improvement priority overall for the individual system. This suggests that staff have an awareness of difficulties and a need to review, develop, or progress individual systems further. The areas of concern lie with consistencies amongst staff, better support by experts in behaviour, increased funding by regional office, and better training for both staff and families for working with students with chronic behaviour problems.

[A11.3.2 Primary School Survey Results](#)

The primary school survey results for the data on the four systems, schoolwide, non-classroom, classroom, and individual systems, are first reported with reference to the key features of interest and the open-ended comments, followed by relevant principal interview information that discussed the four systems.

[A11.3.2.1 Schoolwide Systems](#)

Table LMG3PS-1 provides the high school ratings for each of the 14 features in the schoolwide system. There were two comments for this system: one from a classroom teacher and one from an executive member. The majority of participants selected a number of consistent current status ratings for features in schoolwide systems. Features SW1, SW3, SW4, SW5, SW8, SW9, and SW10 all attracted scores of 67% for in-place current status and 33% as partially in place. This suggests that there

were a number of consistent school rules, students were rewarded regularly for following rules, definitions and consequences for inappropriate behaviour had been taught, there were known emergency procedures in place for dangerous situations, and the executive were active participants in the school behaviour support team. Similarly, participants agreed (67%) that there were formal strategies in place or partially in place (33%) for informing families about expected student behaviours in the school.

Table LMG3PS-1 Schoolwide System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
SW1. A small number (e.g., 3–5) of positively and clearly stated student expectations or rules are defined	67	33	0		33	17	50
SW2. Expected student behaviours are taught directly	50	50	0		33	0	67
SW3. Expected student behaviours are rewarded regularly	67	33	0		0	67	33
SW4. Problem behaviours (failure to meet expected student behaviours) are defined clearly	67	33	0		0	83	17
SW5. Consequences for problem behaviours are defined clearly	67	33	0		34	33	33
SW6. The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear	34	33	33		67	0	33
SW7. Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs	33	50	17		67	0	33
SW8. Procedures are in place to address emergency/dangerous situations	67	33	0		33	17	50
SW9. A team exists for behaviour support planning and problem-solving	67	33	0		22	17	50
SW10. The school executive are active participants in the behaviour support team	67	33	0		50	17	33
SW11. Staff receives regular feedback on behaviour patterns	50	0	50		33	17	50
SW12. The school has formal strategies for informing families about expected student behaviours at school	67	33	0		0	50	50
SW13. Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school	34	33	33		83	34	0
SW14. All staff are involved directly and/or indirectly in schoolwide behaviour interventions	33	17	50		67	17	16

Although 67% of participants agreed that the school executive played an active role in the behaviour support team (SW10), feature SW6, which is concerned with distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear, was considered less likely to be in place at 34%, with 33% selecting the current status as not in place. This indicates that some aspects of school executive support for teachers caused some concern. Further, concerns for the SW6 feature was illustrated by 67% of respondents selecting a high priority for improvement for this feature.

The feature SW14 *All staff are involved directly and/or indirectly in schoolwide behaviour interventions* caused concerns for the respondents, with half selecting the current status as not in place. Participants further reinforced this belief, with 83% selecting a high and 17% a medium priority for further improvement priority.

There were two comments from participants on schoolwide systems. One was from an executive member and one was from a classroom teacher. The executive respondent's comment referred to the problematic issue of all staff being consistent with schoolwide issues and differences between casual substitute teachers and permanent staff members. The executive member also acknowledged that this could be just a professional training concern:

There is sometimes a lack of consistency amongst classroom teachers. This is often between permanent staff [are] more consistent than casual teachers. A training issue? (E69)

The second comment seems to be a concern from a classroom teacher. It is difficult to ascertain its relevance with schoolwide systems, but, nevertheless, it is an area that was considered problematic for this teacher in this school:

We need mental health professionals in the school – for the difficult kids. (C73)

Overall, 84% of participants believed that the current status of schoolwide systems were either in place or partially in place, with 16% selecting not in place. However, the respondents still believed that further priorities for improvement were needed with either a high (30%) or medium (26%) selection. The greatest concern was in the area of all staff involvement in decision-making and communication of schoolwide processes for behaviour. An executive member acknowledged the lack of consistent schoolwide processes but suggested that this was a training issue.

A11.3.2.2 Non-Classroom Systems

Table LMG3PS-2 provides the primary school ratings for each of the nine features in the non-classroom system. There were three comments for this system: one from a classroom teacher and two from executive members. In the feature NC4 *Rewards exist for positive students behaviours in non-classroom settings*, 100% of participants believed that the current status was in place. However, even though 50% of participants believed it had a low priority for improvement, half the respondents also selected a high or medium improvement priority. This indicates that, although it is in place, further action by school staff was considered necessary.

Table LMG3PS-2 Non-Classroom System by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
NC1. Expected student behaviours apply to non-classroom settings	54	33	13	34	26	40
NC2. Expected student behaviours are taught in non-classroom settings	27	40	33	54	33	13
NC3. Staff members actively supervise students in non-classroom settings	73	27	0	27	60	13
NC4. Rewards exist for positive student behaviours in non-classroom settings	40	34	26	47	33	20
NC5. Non-classroom settings are modified to make supervision easier (e.g., canteen lines)	34	53	13	54	33	13
NC6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces at any time	34	40	26	34	46	20
NC7. Staff receive regular opportunities for developing and improving active supervision skills	13	34	53	60	34	6
NC8. The behaviour management practices are reviewed regularly	20	20	60	80	20	0
NC9. All staff are involved in evaluating the management of non-classroom settings	13	47	40	34	53	13

In the feature NC8 *The behaviour management practices are reviewed regularly*, half of the respondents selected that it was in place and half not in place. Similarly, the result for the improvement priority can be seen as half of the participants giving it a high priority and half a low priority. A comment by an executive teacher in this section suggests that not all staff are aware of the strategies employed, and the communication to staff may need to be improved:

Strategies need to be communicated to all staff re: dealing with behaviours.

(E69)

The above feature's results and comment are closely related to NC9 *All staff are involved in evaluating the management of non-classroom settings*. Participants were also concerned with this feature, with over two thirds opting for a not in-place current status. The figure of 67% was also selected as a high improvement priority, suggesting it was a significant feature of concern for participants.

Two comments, below, suggest opposing ideas for the effectiveness of non-classroom systems in the school. The executive member refers to a lack of consistency by staff, which could be exacerbating difficult playground behaviour. The classroom teacher was concerned with the management strategies that are employed may be more reactive than proactive:

Consistency [by staff] of strategies within the playground is not evident. (71E)

Management strategies appear to be reactive rather than pro-active. (73C)

Participants were concerned with their own training in supervision skills in non-classroom systems. Two thirds of staff selected not in place for NC7 *Staff receive regular opportunities for developing and improving active supervision skills* for the current status, with 67% of respondents giving this feature a high improvement priority. This suggests that staff were interested, or believed it was important, to further develop appropriate skills when needed for areas away from the classroom. Training was lacking in the school.

Overall, in non-classroom systems, 45% of participants believed that the current status was in place, with 42% not in place. This does not necessarily equate to the improvement priority for non-classroom systems, with 38% of participants selecting a high priority and 28% a low priority. Furthermore there were concerns expressed by both classroom teachers and executive members on the need for further skills due to the lack of consistency across staff in non-classroom systems. There was some concern about deficiencies in communication between executive and classroom teachers for ongoing evaluation of current non-classroom systems.

A11.3.2.3 Classroom Systems

Table LMG3PS-3 provides the primary school ratings for each of the 11 features in the classroom system. There were two comments, both from executive members, for this system. In the features C1 through to C5, the same result for current status is repeated at 67% for in place and 17% for partially in place. This suggests that participants were satisfied with consistent rules in class, informed, and relevant rewards and consequences are regularly taught, explained, and reinforced in the classroom. Satisfaction is also reflected in the improvement priority where 87% of the

respondents selected either a low priority or a medium priority for improvement for all five features.

Table LMG3PS-3 Classroom Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
C1. Expected student behaviour and routines in classrooms are stated positively and defined clearly	67	17	16	0	34	66
C2. Problem behaviours are defined clearly	67	17	16	16	34	50
C3. Expected student behaviour and routines in classrooms are taught directly	67	17	16	16	84	0
C4. Expected student behaviours are acknowledged regularly	67	17	16	16	0	84
C5. Problem behaviours receive consistent consequences	67	17	16	16	84	0
C6. Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures	50	50	0	17	16	67
C7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs	50	50	0	17	16	67
C8. Teaching and curriculum materials are matched to student ability	50	50	0	16	34	50
C9. Students experience high rates of academic success (greater than 75% correct on tasks)	50	33	17	34	33	33
C10. Teachers have regular supervision, mentoring, training, and development	67	17	16	67	16	17
C11. Transitions between teaching activities are efficient and orderly	50	33	16	17	50	33

The features C8 and C9 are about the related subjects of matching curriculum material to ability and the students experiencing academic success. Only half of the participants selected that these features were currently in place. There was also not a high improvement priority from respondents for both features, with a selection of 16% and 34%, respectively. There were only two comments for this section and both from executive staff and closely aligned with features C8 and C9. Executive comments acknowledged that the use of paraprofessionals, such as Student Learning Support Officers (SLSO – a teacher’s aide), can improve learning, but the differing management and learning styles of students and teachers impact success rates:

Academic success rates improve with SLSOs. When independent work expected success rate is lower. (69E)

Teachers have varied experiences which impact on management and

learning style (students and CTs). Differing bags of tricks! (71E)

A further interesting feature was C10, which is concerned with supervision, training and development. There were 87% of participants who selected either in place or partially in place as the current status for this feature. However, although being largely satisfied with this feature, 86% of respondents selected either a high or medium improvement priority. This may suggest that, although satisfied with the current support model for teachers, there is further need for continuing support and professional learning for staff in the classroom.

Overall, for the classroom systems from the primary school, participants are largely satisfied with their own classrooms and the current status of supervision and mentoring. Satisfaction is measured by 88% of respondents selecting either an in-place (59%) or partially in-place (29%) current status across all 11 features. Participants across all 11 features selected either an overall low (43%) or medium (36%) improvement priority. The major concern for improvement was continued professional training to further enhance current supervision and monitoring skills in the classroom, which two school executive members also acknowledged through comments.

A11.3.2.4 Individual System

Table LMG3PS-4 provides the primary school ratings for each of the seven features for individual systems. There were three comments for this system, two from executive staff and one from a classroom teacher. In feature IS1 *Assessments are conducted regularly to identify students with chronic problems*, half of the respondents (50%) selected the current status as not in place or as partially in place (33%). In terms of improvement priority, half of the respondents also selected a high improvement priority, indicating that some or similar respondents were concerned for this feature. Interestingly, in IS4, which deals with an individual functional behavioural assessment that identifies a student with chronic behaviour, more participants (33%) opted for an in-place current status and only 17% a high improvement priority.

The features IS5 and IS6 refer to the inclusion of families in decisions with individual systems and the provision of opportunities for families to participate in training for behaviour. In IS5, 83% of respondents indicated either it was in place or partially in place that staff did include families in decision-making. A smaller percentage (73%) indicated in IS6 that the school provided opportunities for families and the community to participate in training activities. Respondents were perhaps more satisfied with including families in discussion as only 33% gave IS5 a high improvement priority. More were concerned with IS6, as 50% of participants selected a high improvement priority for this feature. This may indicate that respondents do feel that more

opportunities are needed in this area.

Table LMG3PS-4 Individual Systems by Feature

<i>Feature</i>	Current Status %			Improvement Priority %		
	<i>In place</i>	<i>Partial</i>	<i>Not in place</i>	<i>High</i>	<i>Med</i>	<i>Low</i>
IS1. Assessments are conducted regularly to identify students with chronic problem behaviours	17	33	50	50	17	33
IS2. A simple process exists for teachers to request assistance when behaviour problems occur in class	50	17	33	17	50	33
IS3. A staff member who is responsible for managing student behaviour responds promptly when a student demonstrates chronic problem behaviours	33	67	0	50	33	17
IS4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)	34	33	33	17	67	16
IS5. Significant family and/or community members are involved when appropriate and possible	50	33	17	33	50	17
IS6. School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies	34	33	33	50	33	17
IS7. Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff	33	50	17	0	67	33

In the feature IS7 *Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff*, 83% of participants selected the current status as either in place or partially in place. However, in the improvement priority, 67% indicated that there was a medium priority of improvement needed. This indicates that participants saw the need to improve current communication of evaluation and monitoring of individual systems. The following comments are from two participants. One is an executive and one a classroom teacher. The executive teacher comment refers to the difficulty that teachers may have in the classroom and recognises that individual students with chronic behaviour problems are problematic for regular teachers. However, the classroom teacher further suggests some training ideas or increase in professional skills and funding for working with individual students with chronic behaviour problems and families:

Kids with mental health and problem behaviour can be difficult for a class

teacher to respond to (a) chronic behaviour problem when [they are] on whole class. (71E)

Staff need ongoing training in mental health and FBA. They also need training in advising parents about behaviour. Schools need additional funds to run parenting programs such as 123 MAGIC. (73C)

Overall, 84% of participants believe that the current status of individual systems is either in place or partially in place. However, although the current status is positive, 76% of respondents have selected either a high or medium priority for improvement. Participants are concerned with the implementation of individual assessments, such as a functional behavioural assessment, and ongoing improvement in monitoring and reporting of individual student supports from the school behaviour support team. There is an agreement between executive and teachers, that individual students with chronic behaviour problems are often difficult. Further training in behaviour techniques and the provision of extra resources for teacher and parent training options are required.

A11.4. LMG4 Detailed Case Study

A11.4.1 High School Survey Results

The high school survey results for data on the four systems, schoolwide, non-classroom, classroom, and individual systems, are first reported with reference to the key features of interest and the open-ended comments, followed by relevant principal interview information that discussed the four systems.

A11.4.1.1 Schoolwide System

Table LMG4HS-1 provides the high school ratings for each of the 14 features in the schoolwide system. There were four comments: two from executive and two from classroom teachers. In the feature S1, 100% of participants believed that there were a number of positively and clearly stated rules or expectations. Over half (55%) gave this feature a low improvement priority while 45% of participants selected either high or medium improvement. This selection expressed concern from nearly half of the respondents and could need further attention.

A similar high result for in-place current status was for the feature SW3 where 73% of participants selected an in-place current status and 27% a partial in-place current status. However, two thirds (64%) of the participants selected either a high or medium improvement priority. These selections suggest that staff were giving rewards for expected student behaviour in the schoolwide system, but there was further need to improve the current reward organisation or expectations in the

schoolwide system. One comment from a school executive teacher suggested that perhaps the expectations for rewards were not always clearly communicated to students by some staff:

Expectations of behaviour exists ... but many staff view it differently and staff expectations need to be clear for it to work. (142E)

Table LMG4HS-1 High School Schoolwide System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
SW1. A small number (e.g., 3–5) of positively and clearly stated student expectations or rules are defined	73	27	0		27	18	55
SW2. Expected student behaviours are taught directly	55	45	0		37	27	36
SW3. Expected student behaviours are rewarded regularly	73	27	0		9	55	36
SW4. Problem behaviours (failure to meet expected student behaviours) are defined clearly	46	27	27		46	27	27
SW5. Consequences for problem behaviours are defined clearly	27	55	18		27	55	18
SW6. The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear	36	46	18		46	27	27
SW7. Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs	45	55	0		18	64	18
SW8. Procedures are in place to address emergency/dangerous situations	73	27	0		18	36	46
SW9. A team exists for behaviour support planning and problem-solving	73	0	27		18	9	73
SW10. The school executive are active participants in the behaviour support team	73	9	18		18	27	55
SW11. Staff receives regular feedback on behaviour patterns	9	73	18		18	55	27
SW12. The school has formal strategies for informing families about expected student behaviours at school	73	18	9		18	27	55
SW13. Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school	0	55	45		27	64	9
SW14. All staff are involved directly and/or indirectly in schoolwide behaviour interventions	46	27	27		27	46	27

In the feature SW5, consequences for problem behaviours are defined clearly, 27% of

participants believed that the current status was in place. Over half of the respondents (55%) selected this feature as partially in place. The concern by participants for this feature was also illustrated in 82% selecting either a high or medium improvement priority. Comments from a classroom teacher expressed dissatisfaction with current schoolwide implementation for consequences across the schoolwide system. The comment mentioned the detrimental effect it can have on students in the special education units. Another comment from an executive teacher suggested that there were some inconsistencies with consequences throughout the school as not all staff used them. However, the executive teacher did remark that both students and teachers knew what the consequences for inappropriate schoolwide behaviour were but some teachers chose not to follow the process. The two comments suggested that consequences for schoolwide inappropriate behaviour were still problematic and needed improvement.

School wide management is inconsistently applied and punitive. The students find it unpredictable so often 'gamble' on 50:50 of there being no 'actual' consequences applied. This has not been beneficial to the students in the newly established special education faculty who rely on consistency and predictability (143C)

Some inconsistencies between faculties and teachers but overall not too bad. Staff and kids know the consequences. Don't always use them (147E)

For the feature SW12, which is concerned with informing families about expected student behaviour, 91% of participants believed the current status was either in place or partially in place. However, half (55%) of respondents selected that this was a low priority for improvement. Therefore, participants must have been relatively satisfied with the current procedures of informing families about the schoolwide behaviour expectations and consequences.

In the feature SW13, about half (55%) of the staff respondents selected that the current status of provision of extra behaviour training activities is based on behaviour data collected by the school was partially in place. However, half of the participants also selected that this feature was not in place. Also, in the priority for improvement, 27% had a high and 64% had a medium improvement priority, which suggests there was inadequate genuine data gathered or that no provision of extra activities for schoolwide behaviour occurred.

There was one comment by a classroom teacher that did not necessarily fit into a particular feature for schoolwide systems. However, it points to the support of the executive and perhaps the role they play in the school when applying consequences to students for inappropriate behaviour. It was not clear if this was playground

behaviour or classroom behaviour; however, as it was in schoolwide comments, the presumption is for a schoolwide infraction. This teacher commented on executive placing a student with problem schoolwide behaviour back into class as being problematic for classroom learning:

Too often students remain or are returned to class by executive and interrupt the learning of others. (140C)

The overall result for schoolwide systems had half of the respondent staff (50%) selecting the current status as in place and 35% selecting partially in place. Comments referred either to more support being needed from the executive with consistent consequences and/or improved feedback by the executive to teachers on behaviour trends. Two thirds (64%) of respondents had suggested that schoolwide systems had a high or medium priority for further improvement, with 36% of participants a low improvement priority. This suggests that, overall, respondents were not necessarily satisfied with schoolwide systems and specific areas such as more consistent consequences by all staff and a further need to express behaviour expectations more clearly were identified. Respondents were not as concerned with improving communication to families with information and processes for the schoolwide system.

A11.4.1.2 Non-Classroom Systems

Table LMG4HS-2 provides the high school ratings for each of the nine features in the non-classroom system. There were four comments: three from classroom teachers and one from an executive teacher.

In the feature NC1, 87% of respondents selected that the current status was either in place or partially in place. However, 40% of staff also gave this feature a low improvement priority, which implies staff were somewhat satisfied with the expected student behaviour in non-classroom settings, such as the playground, canteen, assembly, or bus lines. The other 60% of the participants selected either a high (33%) or medium (27%) improvement priority, which suggests that there was still concern and a priority for further work in this area.

In the feature NC3 *Staff members actively supervise students in non-classroom settings*, 55% of participants agreed that the current status was in place and 45% partially in place. However, there was still further concern, which was illustrated in the improvement priority of either high (36%) or medium (46%) priority. This perhaps suggests participants may have wished to further advance their learning or improve current supervision practices despite the high status.

Table LMG4HS-2 Non-Classroom System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
NC1. Expected student behaviours apply to non-classroom settings	55	45	0		36	46	18
NC2. Expected student behaviours are taught in non-classroom settings	36	55	18		55	27	18
NC3. Staff members actively supervise students in non-classroom settings	64	36	0		18	64	18
NC4. Rewards exist for positive student behaviours in non-classroom settings	36	27	37		36	46	18
NC5. Non-classroom settings are modified to make supervision easier (e.g., canteen lines)	54	55	9		37	36	27
NC6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces at any time	18	46	36		27	55	18
NC7. Staff receive regular opportunities for developing and improving active supervision skills	18	27	55		55	36	9
NC8. The behaviour management practices are reviewed regularly	18	36	46		64	36	0
NC9. All staff are involved in evaluating the management of non-classroom settings	27	46	27		18	55	27

Both of the features NC7 and NC9 are concerned with involving staff in behaviour management processes in the non-classroom system. NC7 is about staff receiving regular opportunities to improve their skills in managing non-classroom behaviour, while NC9 is about being part of a team that evaluates the success of non-classroom management strategies or processes. Over half (55%) of the staff selected that the current status of feature NC7 was not in place and followed with over half (55%) of the respondents selecting a high priority for further improvement. Just below half (46%) of the staff participants opted for a partially in-place current status for NC9, with 55% selecting a medium priority for improvement. This suggests that staff were more concerned about receiving further development and skills in managing behaviour in a non-classroom setting rather than being part of a school team evaluating the current non-classroom practice.

In the feature NC8 *The behaviour management practices are reviewed regularly*, only 18% gave an in-place current status, with nearly half (46%) selecting that this feature was not in place. However, there was considerable concern registered by staff participants, with two thirds (64%) of respondents opting for a high improvement priority and the remaining third (36%), a medium improvement priority. This suggests

that staff were unhappy with current behaviour management practices and wanted to be part of a review process of the non-classroom system. One teacher's comment referred to staff needing further skills in ensuring students were following the rules on the playground. The teacher acknowledged that the majority of students knew the playground rules and the skills of staff could be improved on pupil-free days:

Playground can be hard but most students are doing the right thing. Need more work on strategies and skills at staff development days about the playground. (150C)

There were three other comments from the non-classroom comments section. All comments referred to inconsistent approaches by staff members. The executive teacher (142E) informed that all the procedures were in place, but some teachers were inconsistent in administering expectations and consequences. One teacher (140C) suggested that it was the executive's job to deal with swearing on the playground. The second teacher (145C) noticed that some students did not follow the playground rules and some staff were inconsistent with applying consequences:

Too much swearing occurs on the playground without appropriate action by executive. (140C)

Many guidelines and procedures are in place but not all staff see it as their role to implement when not in the classroom. This is where consistency is needed by all staff. (142E)

Some kids on the playground are still not following rules. Some staff not consistent with consequences. (145C)

Overall, for non-classroom systems, the majority of participants (74%) selected either an in-place or partially in-place current status for all nine features. However, respondents were still very concerned with improving the non-classroom system, as 82% selected either a high or medium priority for improvement. Participants wished to improve the consistency of expectations and consequences across the whole staff through further enhancement of skills and on staff development days. Participants were less concerned with being involved in reviewing the whole non-classroom system but wished to evaluate and improve their personal skills. Classroom teachers were concerned with the way executive staff dealt with inappropriate behaviour in non-classroom settings, while the executive were concerned with ensuring all staff were responsible for following procedures (expectations and consequences) in non-classroom areas.

Table LMG4HS-3 provides the high school ratings for each of the 11 features in the classroom system. There were four comments from three classroom teachers and one from an executive teacher in the comments section of classroom systems.

In the feature C1, 46% of participants reported that the current status of expected student behaviour and routines had been positively stated and defined and was in place, with 36% suggesting partially in place. However, 27% selected a high and 45% a medium priority for improvement, which is somewhat in contrast to it effectively being in place. This is similar to C4 where 36% opted for an in-place and 55% a partially in-place current status for acknowledging student behaviours regularly within the classroom. However, again, 91% of participants selected that this feature had a high or medium improvement priority. Despite both of these features having elements of good behaviour routines and acknowledgement of behaviours in classrooms, there was still a need to further improve practices. This was reinforced by a teacher comment below that indicated a contract system for all students in an introduction to behaviour may alleviate inappropriate behaviour in the classroom.

The features C8 and C9 were about matching curriculum materials to student ability and whether students experience a high rate of academic success. While 55% of participants selected a high current status for matching curriculum materials (C8), only 27% of respondents selected a high current status for students experiencing high rates of academic success (C9). Participants expressed the need to further improve these two features, as 73% of participants opted for both a high or medium improvement priority for C8 and 100% of respondents for C9. The concern for the learning outcomes for students in classrooms was further mentioned by a comment from a classroom teacher below. This teacher indicated that an improved consequence system may help with better learning outcomes in his classroom if students with behaviour problems were removed:

There are disruptive kids that stop the learning of others. Need a better consequence system for those usual students that cause all the fuss so that learning can improve. (149C)

Table LMG4HS-3 Classroom Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
C1. Expected student behaviour and routines in classrooms are stated positively and defined clearly	46	36	18	27	46	27
C2. Problem behaviours are defined clearly	36	46	18	27	46	27
C3. Expected student behaviour and routines in classrooms are taught directly	46	27	27	36	55	9
C4. Expected student behaviours are acknowledged regularly	36	55	9	18	73	9
C5. Problem behaviours receive consistent consequences	36	37	27	73	18	9
C6. Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures	55	18	27	55	45	0
C7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs	18	64	18	45	55	0
C8. Teaching and curriculum materials are matched to student ability	55	36	9	46	27	27
C9. Students experience high rates of academic success (greater than 75% correct on tasks)	27	36	37	64	36	0
C10. Teachers have regular supervision, mentoring, training, and development	9	73	18	64	27	9
C11. Transitions between teaching activities are efficient and orderly	9	82	9	46	45	9

In C5, consistency within the classroom for behavioural consequences continued to be an area of great concern to participants. A third (36%) of respondents selected an in-place current status, with 73% selecting a high improvement priority. As 91% of participants selected a high or medium improvement priority, it points to this feature being an area of main concern in classroom systems. Two comments from participants suggest that it was often the inconsistent consequences that could cause particular problems for students in the classroom. Both comments below indicate that the individual teacher was largely responsible for the delivery of expectations and consequences. This is sometimes varied even though there are schoolwide approaches to classroom behaviour procedures. The first comment from an executive teacher suggested that there were good guidelines in place for ensuring consistency, but individuals varied greatly in classrooms. The second comment below is from a classroom teacher who had observed the different skills exhibited by colleague teachers and the inconsistency between classes, which were very broad and diverse. This teacher was very uncomfortable with the variation and felt it had a detrimental

effect on students:

Student expectations are left to each teacher and this varies greatly. Staff need to be given strategies and reasons why this will help them in setting clear guidelines for behaviour. Not all teachers are consistent in their approach in dealing with problem behaviours. (142E)

Management in classrooms is very broad and dependent on individuals. I have observed some (5-8) excellent managers/practitioners, and I have witnessed some (>10) ineffectual and/or aggressive managers. (143C)

Overall, for classroom systems, 80% of participants had selected that the current practices were in place or partially in place. However, in contrast to the current status, 88% also believed that there was a high or medium priority for improvement. In classroom systems, respondents were concerned that students were not progressing well academically but believed that there were good curriculum materials made available by teachers in the classroom. This is contrasted with the high improvement priority as continued improvement for this area was sought.

Executive teachers who were concerned about the consistency between classrooms and respondents also believed that consistency in consequences had a high improvement priority. Participants also believed that the variations between classroom teacher approaches in classrooms affected the management of behaviour in classrooms. Some participant's believed that attention to classroom behaviour from week one in the school year with students as part of the decision-making would further assist classroom behaviour. Further concerns by some respondents were for more consistent consequences given to those students in classrooms who often have problem behaviour, and this was a priority for improvement.

A11.4.1.4 Individual System

Table LMG4HS-4 provides the high school ratings for each of the seven features for individual systems. There were four comments from participants: three from classroom teachers and one from an executive teacher.

Table LMG4HS-4 Individual Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
IS1. Assessments are conducted regularly to identify students with chronic problem behaviours	64	18	18	37	45	18
IS2. A simple process exists for teachers to request assistance when behaviour problems occur in class	46	36	18	27	73	0
IS3. A staff member who is responsible for managing student behaviour responds promptly when a student demonstrates chronic problem behaviours	64	36	0	27	55	18
IS4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)	64	36	0	27	64	9
IS5. Significant family and/or community members are involved when appropriate and possible	55	36	9	9	55	36
IS6. School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies	46	27	27	37	36	27
IS7. Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff	73	9	18	18	36	46

In feature IS1 *Assessments are conducted regularly to identify students with chronic problem behaviours*, two thirds of the respondents (64%) selected the current status as in place and 18% as partially in place. In the improvement priority, one third (37%) of the respondents also selected a high improvement priority and 45% a medium improvement priority, indicating that some or similar respondents were concerned about this feature.

Interestingly, in IS4, which deals with an individual functional behavioural assessment that identifies a student with chronic behaviour, 100% opted for an in-place or partially in-place current status, but 91% a high or medium improvement priority. Both these features were about assessing student with chronic problem behaviour, and, although they are considered in place, staff selected both the features as having a high to medium priority for improvement.

In the feature IS3, 100% of participants believed that there was a staff member who was responsible for responding promptly to any situation when a student is displaying chronic behaviour problems. Despite the awareness and selection of an in-place or

partially in-place current status, 82% of participants also wanted to see either a high or medium improvement priority for this feature. A comment below from a classroom teacher suggested that the responsibility lies with the executive and that they were too slow in removing the disruptive students from the classroom:

Too slow [the executive] to get them [the chronic kids] out of class; too many are “playing” to an audience. (140C)

The features that considered family and community participation and decision-making for student behaviour were features IS5 and IS6. The majority of participants (91%) believed that the current status of IS5 was in place (55%) or partially in place (36%). However, 55% of staff respondents also opted for a medium improvement priority. This suggests that involving family and community members in planning for individual students was still a priority. In contrast is the feature IS6 on providing formal opportunities for family and community to have access to behaviour support and parent training, with the current in place status at 46%. However, the biggest difference was in the high and medium improvement priority of 71% for IS6 compared to 64% for IS5. Participants were more concerned for improving family training opportunities than involving families in individual planning.

The individual system attracted some further comments about consistency. The executive comment (142E) noted that procedures were known to teachers and students but their implementation was sometimes inconsistent. The executive believed this had an effect on student behaviour and could cause confusion. The second comment was from a classroom teacher (143C) who consistently commented in every section of the high school comments section throughout the survey. This teacher was quite forceful in the detail provided, believing that the individual system was archaic and the executive punitive, inconsistent, lacking collaboration and secretive. The final comment from another classroom teacher (144C) suggests that the way to improve the individual system was to remove students with chronic behaviour problems to another setting:

Again many procedures are in place but teachers implement differently which can result in inconsistent outcomes. Some students are confused in how they are expected to behave. (142E)

Inconsistent; no consistent approach among executive staff – Archaic; public humiliation a daily occurrence – Punitive; very much power/authoritative based – Not always abiding by policies re: serious behaviour – Disjointed; nothing is communicated to staff, very “secret squirrel” natured – Staff are not involved in consultation (I didn't receive a survey, probably due to my background in further education, I took someone else's) – Do not utilise the

specialist staff within the school. (143C)

The same kids cause most of the problems for everyone. If they were somewhere else life would be easier for everyone. (144C)

The overall percentages revealed 87% of participants selected either an in place (58%) or partially in place (29%) for the current status of individual systems. However, this is not necessarily reflected in the summary of priorities for improvement. There were comments about problematic students and a lack of support by the executive as well as a lack of consistency with consequences. There were 79% of respondents who selected a high or medium improvement priority overall for the individual system. This suggests that participant staff had an awareness of difficulties and saw a need to review, develop, or progress individual systems further. The issues included inconsistencies amongst staff for consequences and expectations, better support by experts and executive staff for behaviour, increased communication by executive to staff, and improved training opportunities for both staff and families for working with students with chronic behaviour problems.

[A11.4.2. Primary School Survey Results](#)

The primary school survey results for the data on the four systems, schoolwide, non-classroom, classroom, and individual systems, are first reported with reference to the key features of interest and open-ended comments, followed by relevant principal interview information that discussed the four systems.

[A11.4.2.1 Schoolwide Systems](#)

Table LMG4PS-1 provides the primary school ratings for each of the 14 features in the schoolwide system. The majority of participants selected a number of consistent current status for features in schoolwide systems. Features SW1 and SW3 all attracted scores of 100% for either an in-place or a partially in place current status. This suggests that there were a number of consistent school rules and students were rewarded regularly for following rules. The provision of a small set of consistent rules also had 72% of participants selecting a low improvement priority, which signifies three quarters of the staff were satisfied with feature S1. Although participants believed that students were rewarded regularly, more than half (57%) of the responses on the survey believed that there was a high or medium improvement priority. There were no comments for this system.

Table LMG4PS-1 Schoolwide System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
SW1. A small number (e.g., 3–5) of positively and clearly stated student expectations or rules are defined	71	29	0		14	14	72
SW2. Expected student behaviours are taught directly	57	43	0		28	29	43
SW3. Expected student behaviours are rewarded regularly	86	14	0		0	57	43
SW4. Problem behaviours (failure to meet expected student behaviours) are defined clearly	57	14	29		43	14	43
SW5. Consequences for problem behaviours are defined clearly	29	57	14		43	43	14
SW6. The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear	43	43	14		43	14	43
SW7. Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs	29	71	0		14	57	29
SW8. Procedures are in place to address emergency/dangerous situations	71	29	0		14	29	57
SW9. A team exists for behaviour support planning and problem-solving	86	14	0		0	14	86
SW10. The school executive are active participants in the behaviour support team	86	14	0		0	43	57
SW11. Staff receives regular feedback on behaviour patterns	21	57	22		28	29	43
SW12. The school has formal strategies for informing families about expected student behaviours at school	72	14	14		14	43	43
SW13. Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school	0	71	29		0	57	43
SW14. All staff are involved directly and/or indirectly in schoolwide behaviour interventions	57	14	29		29	28	43

Four other features attracted high percentages for an in-place current status. The features SW8, SW9, SW10, and SW12 ranged from 71% to 86% of respondents selecting the current status as in place for these features. Three quarters to above three quarters of staff believed that there were effective emergency strategies in place, an effective behaviour team in the school, active executive members in the school behaviour support team, and formal strategies for informing families about the behaviour expectations at school. There remained, however, some further

improvement priorities for SW12, with half of the staff selecting either a high or medium improvement priority. This suggests that participants could have seen a need for further strategies for informing families of expected student behaviour at school.

Although 87% of participants agreed that the current status was in place for the executive playing an active role in the behaviour support team (SW10), the feature SW6, which is concerned with clear distinctions between what problem behaviours are managed by the executive and what are managed in the classroom, had half of the staff selecting partially (43%) or not in place (14%). This indicates that some aspects of school executive support for teachers caused some concern. More than half of the participants expressed a high (43%) or medium (14%) priority for improvement for feature SW6. However, 43% did opt for a low improvement priority, which suggests that staff did need more attention to this feature to gain a majority level of satisfaction.

The feature SW13 is concerned with the involvement of staff in further behaviour training activities and strategies. Three quarters of the participants did select that it was partially in place, with more than half (57%) opting for a medium improvement priority. This could suggest that further training and development was needed through more information and teachers on working on behaviour solutions across the schoolwide system.

Overall, in schoolwide systems, 88% of participants selected the current status as in place (57%) or partially in place (34%) for all 14 features. This suggests that staff were largely satisfied with the current status of all 14 schoolwide features across the school. Similarly, participants selected largely medium (34%) or low (47%) improvement priorities for the 14 features. This implies that 81% of the staff did not have an immediate priority to improve the current status of schoolwide processes but may wish to revisit at a later date.

A11.4.2.2 Non-Classroom Systems

Table LMG4PS-2 provides the primary school ratings for each of the nine features in the non-classroom system. In the feature NC1, 100% of participants believed that the current status was in place (71%) or partially in place (29%). Similarly, the majority of participants opted for a low improvement priority, which suggests that they were satisfied with the application of expected student behaviours across non-classroom settings.

In the features NC3 and NC4, there was a similar pattern of selections made by participants. Both features had 57% of respondents selecting the current status as in place and 70% and 71%, respectively, for either a medium or low improvement priority. This suggests that staff actively supervised students and rewarded students

regularly for identified behaviours in non-classroom settings.

In the feature NC6, 100% of respondents acknowledged that the current status was either in place or partially in place for the appropriate scheduling of student movement to lessen numbers in non-classroom settings. However, this attracted 71% medium improvement priority, which suggests that participants believed more work was needed in improving the process to ensure adequate supervision occurred with manageable student numbers.

Table LMG4PS-2 Primary School Non-Classroom System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
NC1. Expected student behaviours apply to non-classroom settings	71	29	0		14	0	86
NC2. Expected student behaviours are taught in non-classroom settings	43	57	0		29	28	43
NC3. Staff members actively supervise students in non-classroom settings	57	43	0		29	14	57
NC4. Rewards exist for positive student behaviours in non-classroom settings	57	43	0		28	29	43
NC5. Non-classroom settings are modified to make supervision easier (e.g., canteen lines)	14	72	14		29	57	14
NC6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces at any time	43	57	0		0	71	29
NC7. Staff receive regular opportunities for developing and improving active supervision skills	14	57	29		43	43	14
NC8. The behaviour management practices are reviewed regularly	43	29	28		29	28	43
NC9. All staff are involved in evaluating the management of non-classroom settings	43	57	0		0	13	87

The lowest score for non-classroom features was NC5 and NC7, where only 14% of respondents selected an in-place current status. However, the 29% high improvement priority for NC5 and 43% high improvement priority for NC7 suggests that participants were more concerned for improving staff access to improving their own skills in supervising and managing non-classroom areas than actually modifying the non-classroom setting to make supervision easier.

The last interesting feature was NC9, where 43% of respondents selected an in-place current status. However, 87% of participants believed that it had a low improvement priority. Although this feature was not wholly in place, staff were not prioritising being

involved in evaluating the current practices of non-classroom settings.

Overall, in non-classroom systems, 43% of participants believed that the current status was in place or partially (49%) in place, with only 8% not in place. The improvement priority for non-classroom systems had 23% of participants selecting a high and 31% a medium priority, and nearly half (46%) a low priority for improvement. The main areas of concern were providing regular training opportunities and strategies for teachers to enhance their skills in providing adequate supervision in non-classroom settings. Staff were also concerned about improving processes in scheduling student movement and numbers around non-classroom areas to improve supervision.

A11.4.2.3 Classroom Systems

Table LMG4PS-3 provides the primary school ratings for each of the 11 features in the classroom system. In the features C1 and C2, 100% of participants selected the current status as in place or partially in place. This suggests that participants were satisfied that expected student behaviour and routines in class were defined clearly. Satisfaction was also reflected in the improvement priority, where 86% of respondents selected either a low priority or a medium priority for improvement for both C1 and C2.

In the feature C5 *Problem behaviours receive consistent consequences*, although 100% of respondents selected the current status as either in place (43%) or partially in place (57%), participants seemed more concerned than they were for features C1 and C2. In the improvement priority, 43% of staff selected high and 43% a medium priority for improving this feature. Despite the positive current status, staff felt that they needed a continued focus on applying or improving consistent consequences. There was no indication through the comments of what particular aspects of improving consistent consequences may have caused concern for participants.

The features C8 and C9 had similar selections. The feature C8 was about matching teaching and curriculum materials to student ability and C9 about students experiencing high rates of academic success. Both features had 100% of participants selecting a partially in-place or not in-place current status. In addition, three quarters of staff selected a partially in-place current status. Similar scores can be seen in the improvement priority for both features. Participants were concerned with both of these features, as 86% of participants and 100% of participants selected either a high or medium improvement priority for feature C8 and C9, respectively. This indicates that these two areas of academic and learning support within classrooms were in need of improvement and were of high concern for participants.

Table LMG4PS-3 Classroom Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
C1. Expected student behaviour and routines in classrooms are stated positively and defined clearly	86	14	0	14	29	57
C2. Problem behaviours are defined clearly	72	14	14	14	29	57
C3. Expected student behaviour and routines in classrooms are taught directly	71	29	0	29	43	28
C4. Expected student behaviours are acknowledged regularly	57	14	29	14	57	29
C5. Problem behaviours receive consistent consequences	43	57	0	43	43	14
C6. Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures	43	57	0	57	29	14
C7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs	43	43	14	29	43	28
C8. Teaching and curriculum materials are matched to student ability	0	71	29	43	43	14
C9. Students experience high rates of academic success (greater than 75% correct on tasks)	0	86	14	43	57	0
C10. Teachers have regular supervision, mentoring, training and development	43	14	43	14	43	43
C11. Transitions between teaching activities are efficient and orderly	14	72	14	29	57	14

A further interesting feature was C11, which was concerned with transitions between teaching activities. There were 72% of participants who selected a partially in-place current status for this feature. Over half of participants also selected a medium improvement priority. This may suggest that although aspects of transition between activities were occurring, participants required additional effort on improving current models of practices in the classroom to enhance transition between activities within the classroom.

Overall, for the classroom systems from the primary school, participants were largely satisfied with their own classrooms and the current status of supervision and mentoring. Satisfaction was measured by 86% of respondents selecting either an in-place (43%) or partially in-place (43%) current status across all 11 features. Participants across all 11 features selected an overall high (30%), medium (43%), and low (27%) improvement priority. Participants' selections suggested that more improvements were needed for classroom systems. The major concern for development was for improving good effective curriculum materials to better ensure

academic success for all students in the classroom. However, although respondents were largely satisfied with their practice in delivering appropriate rules and behavioural expectations in the classroom and providing adequate reward for positive behaviour, there was also a need to improve the use of consistent consequences for inappropriate behaviour within classrooms.

A11.4.2.4 Individual System

Table LMG4PS-4 provides the primary school ratings for each of the seven features for individual systems.

Table LMG4PS-4 Primary School Individual Systems by Feature

<i>Feature</i>	Current Status %			Improvement Priority %		
	<i>In place</i>	<i>Partial</i>	<i>Not in place</i>	<i>High</i>	<i>Med</i>	<i>Low</i>
IS1. Assessments are conducted regularly to identify students with chronic problem behaviours	0	57	43	43	14	43
IS2. A simple process exists for teachers to request assistance when behaviour problems occur in class	71	29	0	29	14	57
IS3. A staff member who is responsible for managing student behaviour responds promptly when a student demonstrates chronic problem behaviours	29	57	14	57	14	29
IS4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)	43	43	14	43	0	57
IS5. Significant family and/or community members are involved when appropriate and possible	57	43	0	57	0	43
IS6. School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies	29	57	14	29	28	43
IS7. Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff	43	57	0	29	28	43

In feature IS1 *Assessments are conducted regularly to identify students with chronic problem behaviours*, over half of the respondents (57%) selected the current status as partially in place, or 43% as not in place. In the improvement priority, 43% of the respondents also selected a high improvement priority, indicating that some or similar respondents were concerned for this feature. Interestingly, in IS4, which deals with an individual functional behavioural assessment that identifies a student with chronic

behaviour, more participants (43%) opted for an in-place current status and 43% a high improvement priority. The selection by participants for IS4 perhaps indicates that participants believed a functional behavioural assessment was different to other ways to assess behavioural needs of individual students.

The features IS5 and IS6 refer to the inclusion of families in decisions with individual systems and the provision of opportunities for families to participate in training for behavioural strategies. In IS5, 100% of respondents indicated that either it was in place or partially in place as staff did include families in decision-making. A slightly smaller percentage indicated in IS6 (76%) that the school provided opportunities for families and the community to participate in training activities. However, respondents were still concerned that this was an area for improvement, with 57% of participants selecting a high improvement priority for further inclusion of families in discussion about their children. However, there was less concern for the feature IS6, as only 29% of participants selected a high improvement priority. This may indicate that respondents felt that adequate opportunities were offered to families for further training in understanding the behavioural needs of their children. Furthermore, caution must be considered, as in IS6 28% of respondents did select a medium improvement priority, suggesting that staff were not ignoring that there was a need for improved processes for providing opportunities for family and community to be involved in the behaviour of individual students with behaviour problems.

In the feature IS3, 57% of participants selected the current status as partially in place, which suggests that there were some known processes available to staff. However, in the improvement priority, 57% selected a high priority for improvement. The high improvement priority selection by over half of the participants suggests that staff wanted to improve knowledge, processes, or practices of who is responsible for responding to difficult situations when an individual student displayed chronic inappropriate behaviour.

Overall, 88% of participants believed that the current status of individual systems is either in place or partially in place. In addition, over half (55%) of the respondents selected either a high or medium priority for improvement. This indicates that half of the staff were more concerned with improving processes and may not have been fully satisfied with current individual systems. It suggests that more review meetings and understanding processes may need to be further developed. Some of the areas of concern for participants in individual systems were around knowing the relevant personnel who are responsible for providing support to staff and students for extreme and chronic behaviour problems of individuals within the school. Responding to emergency or safety issues with individual students with chronic behaviours was a high concern for more than half of the participants. Participants were concerned more

with individual assessments and behavioural planning than with specific individual assessments, such as a functional behavioural assessment. Surprisingly, there were no comments from participants offered on surveys.

A11.5 LMG5 Detailed Case Study

A11.5.1 High School Survey Results

The high school survey results for data on the four systems, schoolwide, non-classroom, classroom, and individual systems, are first reported with reference to the key features of interest and the open-ended comments, followed by relevant principal interview information that discussed the four systems.

A11.5.1.1 Schoolwide System

Table LMG5HS-1 provides the high school ratings for each of the 14 features in the schoolwide system. In the feature SW1, over 91% of participants believed that there were a number of positively and clearly stated rules or expectations. The highest score, 64%, was for the partially in-place current status. However, 91% gave this feature a high or medium improvement priority, which suggests a continued concern for improving the status of positively and clearly defined rules across the school.

A similar result can be seen in the feature SW2, whereby almost half of the participants selected the current status of teaching expected behaviours directly as partially in place. However, 37% of participants also selected that this feature was not in place. The concern for this feature was also reflected in the improvement priority, with 91% of respondents selecting either a high or medium improvement priority.

Further trends for selections by respondents can also be seen in SW3 *Expected student behaviours are rewarded regularly*, which had 91% of participants selecting either a partial (64%) or not in-place current status. This is again reflected in 100% of participants who selected a high or medium improvement priority.

Comments from two classroom teachers suggested that they were perhaps aware of the need to introduce improved strategies and reward systems for schoolwide systems by informing about the inclusion of the PBL framework:

PBL is coming next year!!! (76C)

The school is currently moving toward PBL – some initiatives have commenced with a team of teachers working together through ideas/strategies rewards. (81C)

Table LMG5HS-1 Schoolwide System by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
SW1. A small number (e.g., 3–5) of positively and clearly stated student expectations or rules are defined	27	64	9	73	18	9
SW2. Expected student behaviours are taught directly	18	45	37	64	27	9
SW3. Expected student behaviours are rewarded regularly	9	64	27	82	18	0
SW4. Problem behaviours (failure to meet expected student behaviours) are defined clearly	45	46	9	46	27	27
SW5. Consequences for problem behaviours are defined clearly	64	9	27	46	27	27
SW6. The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear	55	36	9	27	27	46
SW7. Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs	18	82	0	36	55	9
SW8. Procedures are in place to address emergency/dangerous situations	82	18	0	36	9	55
SW9. A team exists for behaviour support planning and problem-solving	55	27	18	46	18	36
SW10. The school executive are active participants in the behaviour support team	55	45	0	27	46	27
SW11. Staff receives regular feedback on behaviour patterns	36	55	9	27	55	18
SW12. The school has formal strategies for informing families about expected student behaviours at school	45	36	18	36	28	36
SW13. Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school	18	64	18	45	45	10
SW14. All staff are involved directly and/or indirectly in schoolwide behaviour interventions	37	45	18	36	36	28

Some of the features were seen to be in place and attracted a higher level of satisfaction. The feature SW8 *Procedures are in place to address emergency/dangerous situations* had 100% of respondents selecting the current status as being either in place (81%) or partially in place (18%). Over half of the respondents also gave SW8 a low improvement priority. However, some participants registered concerns, with 36% selecting a high improvement priority. This suggests that although the participants acknowledged that these procedures were in place, a

third of the participants wanted further attention to improving processes.

In the feature SW7 *schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs*, 18% of participants selected the current status as in place. The greatest percentage was partially in place at 82% for the current status. Feature SW7 was an area of concern, as a third of participants selected a high and 55% a medium improvement priority.

In the feature SW5 *Consequences for problem behaviours are defined clearly*, two thirds of participants believed that the current status was in place. However, two thirds of staff also selected a high or medium improvement priority. A written comment by an executive teacher stressed that consequences for behaviour were not always consistent and administered according to schoolwide processes:

Most of the schoolwide systems are good. It falls down when some of the staff don't follow through with what they have to do. Too easy just to give the kid a consequence or to ignore it. Depends which teacher. They [the teachers] need more reinforcement and consistency. (82E)

In the feature SW13 *Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school*, 82% of respondents selected the current status as either in place or partially in place. However, it must be noted that 64% of participants did select partially in place. Further to concern for feature SW13, 90% of respondents also opted for a high or medium improvement priority. This suggests that staff believed it was important to develop personal skills further.

SW12 was concerned with informing families about schoolwide procedures, and 82% of respondents selected this was either in place or partially in place. However, two thirds of respondents selected that there was a high or medium improvement priority. Informing families of procedures that included rules, rewards, and consequences was still considered an area that needed some further attention.

The overall result for schoolwide systems had 85% selecting the current status as in place or partially in place. However, 76% of respondents also opted for a high or medium priority for further improvement. This suggests that, overall, respondents were not necessarily satisfied with schoolwide systems and specific areas such as improved attention to data collection and further training of teachers in schoolwide systems was needed. There was some further concern for the effectiveness of processes in administering consequences or understanding of a number of basic rules. Comments by two classroom teachers suggested that PBL may bring a better consistent approach to schoolwide systems. An executive comment also reinforced that the lack of consistent approaches by some teachers also caused problems.

Respondents were also concerned with improving links to families with information and processes about the schoolwide system. There was information that suggested that the school would be implementing the PBL framework in the near future, which would begin with schoolwide data collection.

A11.5.1.2 Non-Classroom Systems

Table LMG5HS-2 provides the high school ratings for each of the nine features in the non-classroom system. In the feature NC1, 100% of respondents selected that the current status was either in place or partially in place. However, 71% of staff also gave this feature a high or medium improvement priority, which implies that staff were concerned with the expected student behaviour in non-classroom settings, such as the playground, canteen, assembly, or bus lines.

Table LMG5HS-2 High School Non-Classroom System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
NC1. Expected student behaviours apply to non-classroom settings	36	64	0		36	37	27
NC2. Expected student behaviours are taught in non-classroom settings	0	64	36		55	45	0
NC3. Staff members actively supervise students in non-classroom settings	91	9	0		18	36	46
NC4. Rewards exist for positive student behaviours in non-classroom settings	18	36	46		27	46	27
NC5. Non-classroom settings are modified to make supervision easier (e.g., canteen lines)	46	27	27		37	27	36
NC6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces at any time	46	36	18		37	27	36
NC7. Staff receive regular opportunities for developing and improving active supervision skills	0	36	64		37	27	36
NC8. The behaviour management practices are reviewed regularly	9	82	9		46	36	18
NC9. All staff are involved in evaluating the management of non-classroom settings	18	36	46		27	27	46

Similar to NC1 is feature NC2, which deals with teaching behaviour expectations to students in non-classroom settings, with 100% of participants selecting either a partial or not in place current status. In addition, 100% of participants also gave this feature a high or medium improvement priority. It is not clear why there was concern,

but one comment by a classroom teacher for this section suggested that there may have been some confusion with what is to be taught and the consistency of rules in non-classroom areas:

Not 100% clear how much classroom expectations are extended into the playground, for example students cannot have phones in class but they use them outside. Having said this – it is not a major concern. (80C)

In the feature NC3 *Staff members actively supervise students in non-classroom settings*, 91% of participants agreed that the current status was in place. Nearly half of the participants also selected a low improvement priority. This implies that staff were largely satisfied with their own ability to actively and appropriately supervise students in non-classroom areas, such as the playground. However, a third of the respondents (36%) did suggest some further attention to this feature may be necessary by selecting a medium improvement priority. One comment by a classroom teacher suggested that changes in the management of corridor and canteen lines may improve supervision in non-classroom areas:

One way corridors and year lines in canteen needed. (85C)

The feature NC7 attracted the highest percentage of participants selecting the current status as not in place at 64%. Interestingly, only 37% of respondents gave it a high improvement priority for staff receiving regular opportunities to enhance and develop supervision skills for non-classroom areas. This may suggest that although there is a recognition that staff are not receiving regular training in this area, participants may not want the training or don't see it as a high need.

The related feature, NC9, was also about involving staff in evaluating non-classroom procedures; 82% of participants' selected the current status as either partially or not in place. However, about half selected this feature as a low improvement priority. Both features suggested including staff in decision-making and, although it is acknowledged that it is not fully in place, staff did not seem interested in it being a priority for further improvement. A comment by an executive participant may offer a reason for a perceived lack of priority, suggesting that maybe staff are aware of future improvements:

PBL is being introduced and will be in place next year so should make things a little better. (75E)

Overall, for non-classroom systems, one third of respondents believed that the current status of all non-classroom systems was in place, with 70% either partially in place (43%) or not in place (27%). Further, there was a fairly equal distribution across the priority of improvement, with 35% for a high, 34% for a medium, and 31% for a

low improvement priority for all nine features. Comments suggested that PBL may improve non-classroom systems, and some changes such as consistent rules in classrooms and playgrounds and improvements to specific areas such as corridors and canteen lines would further improve this system.

A11.5.1.3 Classroom Systems

Table LMG5HS-3 provides the high school ratings for each of the 11 features in the classroom system. In the feature C1, 81% of participants reported that expected student behaviour and routines had been positively stated and defined, and the current status was either in place or partially in place. However, 82% of participants also selected that this was a feature that had a high or medium improvement priority. This is similar to C4 where 100% of respondents selected the current status as either in place or partially in place for acknowledging student behaviours regularly within the classroom. However, the majority of participants (91%) selected that this feature had a high or medium improvement priority.

Table LMG5HS-3 Classroom Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
C1. Expected student behaviour and routines in classrooms are stated positively and defined clearly	27	64	9	36	46	18
C2. Problem behaviours are defined clearly	55	45	0	36	46	18
C3. Expected student behaviour and routines in classrooms are taught directly	9	64	27	36	55	9
C4. Expected student behaviours are acknowledged regularly	27	73	0	27	64	9
C5. Problem behaviours receive consistent consequences	73	27	0	37	27	36
C6. Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures	45	27	28	55	18	27
C7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs	18	64	18	36	55	9
C8. Teaching and curriculum materials are matched to student ability	37	54	9	64	9	27
C9. Students experience high rates of academic success (greater than 75% correct on tasks)	18	64	18	55	36	9
C10. Teachers have regular supervision, mentoring, training, and development	36	46	18	36	46	18
C11. Transitions between teaching activities are efficient and orderly	45	55	0	28	45	27

The features C8 and C9 were on the subject of matching curriculum materials to student ability and whether students experience a high rate of academic success. While 37% of participants selected a high current status for matching curriculum materials (C8), only 18% of respondents selected a high current status for students experiencing high rates of academic success (C9). Perhaps expressing the need to further improve these two features, 64% of participants opted for a high improvement priority for C8 and 55% for C9. A comment from one classroom teacher about the learning in classrooms suggested that there was some lag in optimum opportunities to engage with learning in classrooms due to students being out of the classroom at extracurricular events. Another comment about the curriculum from another classroom teacher offered an explanation for mismatches between provision and learning when beginning a new or improved approach in classrooms:

Our students need to catch up on work missed when at TAFE or sporting events. (85C)

Beginning differentiation of new curriculum. (81C)

In C5, consistency within the classroom for behavioural consequences was a feature that attracted a high in-place current status of 73%. However, two thirds also selected a high or medium improvement priority, which points to this feature being an area of further concern in classroom systems. There were two comments that expressed concern about consistency for behavioural consequences in classrooms. A comment by an executive teacher suggested that consistent consequences were occurring in her classroom, while a comment by a classroom teacher suggested it was more widespread:

[It's] In my classroom! Need to work on consistency across the school. (77E)

We need to be more consistent across classes and across the school. (80C)

Overall, for classroom systems, 87% of participants selected that the current status for classroom systems were in place or partially in place. However, in contrast to the current status, the majority of respondents (80%) also believed that there was a high or medium priority for improvement. In classroom systems, respondents were concerned that even though teachers were providing students with adequate curriculum materials, students were not necessarily engaging with the material. Comments suggested that students were absent from classrooms and a new curriculum and focus on differentiation may assist in improving engagement. Executive and classroom teachers were concerned about the consistency between classrooms for behaviour consequences and had a high improvement priority. Participants also believed that, although there were good routines, rules, and

consequences in the classroom with a good reward system, most of the participants selected that it continued to have a high or medium improvement priority.

A11.5.1.4 Individual System

Table LMG5HS-4 provides the high school ratings for each of the seven features for individual systems. In feature IS1 *Assessments are conducted regularly to identify students with chronic problem behaviour*, over half of the respondents (55%) selected the current status as in place or 27% as partially in place. In the improvement priority, 55% of respondents also selected a medium improvement priority, indicating that some or similar respondents acknowledged that some of the aspects of this feature were in place but continued to have a need for improving the system. Interestingly, in IS4, which deals with an individual functional behavioural assessment that identifies a student with chronic behaviour, 55% of participants also opted for a partially in-place current status but 46% gave a high improvement priority. Both of these features were to do with assessments, and although they were considered partially in place, staff had a higher priority for improvement for a functional behavioural assessment than regular assessments to identify a student with chronic behaviour.

Further features that considered family and community participation and decision-making for student behaviour were features IS5 and IS6. All of the participants (100%) believed that family and community members are highly involved with the individual behaviour systems. Despite the current status as either being in place or partially in place, 82% of respondents still selected that there should be further priority for improvement in this area. In contrast, the feature IS6 *School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies* had no respondents who believed that the current status was in place. In fact, 55% selected the current status as partially in place and 45% as not in place. Participants (100%) were concerned for family training opportunities by opting for either a high or medium improvement priority. However, the largest percentage of participants (73%) did opt for a medium improvement priority. The following comment from one classroom teacher reported that the problem, in her opinion, could sometimes lay with the abrogating of responsibility by the family to the school:

This is a tough community and sometimes families are not interested in being responsible for their kids too – they leave it up to the school to solve the problems with their kids. (78C)

Table LMG5HS-4 Individual Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
IS1. Assessments are conducted regularly to identify students with chronic problem behaviours	27	55	18	27	55	18
IS2. A simple process exists for teachers to request assistance when behaviour problems occur in class	36	64	0	64	18	18
IS3. A staff member who is responsible for managing student behaviour responds promptly when a student demonstrates chronic problem behaviours	45	55	0	55	27	18
IS4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)	36	55	9	46	26	18
IS5. Significant family and/or community members are involved when appropriate and possible	55	45	0	36	46	18
IS6. School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies	0	55	45	27	73	0
IS7. Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff	27	64	9	46	36	18

For the feature IS7, which was concerned with providing feedback about student behaviour to staff on a regular basis, the majority (91%) of the participants believed that the current status was either in place or partially in place. However, participants also opted for either a high (46%) or medium (36%) priority for improvement. This indicated that, although staff were mostly informed about individual student behaviour, this could be improved.

The concerns that were raised by a classroom teacher can be seen in the comment below. This comment reflected on the difficulties of managing high workloads while also allowing productive time for managing students with chronic issues in the classroom:

Ongoing high workloads make it difficult to effectively manage chronic behaviour problems i.e. to manage their problems consistently requires time and a clear head! (80C)

Another comment focused on a number of alternate settings that were seen as more

suited to accommodating students with chronic behaviour problems. The concern shared by the executive respondent pointed to the lack of adequate funding to ensure that a student received equitable and suitable placement that attended more satisfactorily to the specific needs of a number of students in the school:

There are a number of students in this school who display poor behaviour consistently. For some of these students the school setting is not appropriate and they would be better served by undertaking a vocational pathway. In recent years there have been some courses by PCYC [for disengaged youth] and Castle Personnel [disability service provider] which have been of benefit to some of our students with behaviour and special needs. Unfortunately funding has been an issue for these courses and the schools are left to cope. This lack of support has set our students up for failure and funding needs to be found to support programs to develop skills of students at risk. (82E)

The third comment by a classroom teacher points to consistency for all staff in their responses to behaviour issues with students with chronic behaviour problems:

Whole school needs to be consistent with behaviour for the problem kids. (85C)

The overall percentages reveal 88% of participants selected either an in place (32%) or partially in place (56%) current status of individual systems. However, despite the positive current status, that 85% of participants had a high or medium improvement priority overall means that concerns remain for the individual system. This suggests that staff had awareness and some further attention was needed for a number of problematic issues in the individual systems, such as appropriate curriculum adjustments, consistency across the whole school for individuals, behaviour assessments, and appropriate placement of individual students with chronic behaviour. Staff were concerned with sharing the responsibility with families and improving training opportunities for staff and the community.

[A11.5.2 Primary School Survey Results](#)

The primary school survey results for the data on the four systems, schoolwide, non-classroom, classroom, and individual systems, are first reported with reference to the key features of interest and the open-ended comments, followed by relevant principal interview information that discussed the four systems. There were five comments for schoolwide systems from participants. Two were from executive and three were from classroom teachers.

A11.5.2.1 Schoolwide Systems

Table LMG5PS-1 provides the primary school ratings for each of the 14 features in the schoolwide system.

Table LMG5PS-1 Schoolwide System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
SW1. A small number (e.g., 3–5) of positively and clearly stated student expectations or rules are defined	75	25	0		33	17	50
SW2. Expected student behaviours are taught directly	40	40	0		33	0	67
SW3. Expected student behaviours are rewarded regularly	75	25	0		0	67	33
SW4. Problem behaviours (failure to meet expected student behaviours) are defined clearly	40	38	12		0	83	17
SW5. Consequences for problem behaviours are defined clearly	13	75	12		34	33	33
SW6. The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear	38	37	25		67	0	33
SW7. Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs	75	25	0		67	0	33
SW8. Procedures are in place to address emergency/dangerous situations	100	0	0		33	17	50
SW9. A team exists for behaviour support planning and problem-solving	38	25	37		22	17	50
SW10. The school executive are active participants in the behaviour support team	63	25	12		50	17	33
SW11. Staff receives regular feedback on behaviour patterns	38	25	37		33	17	50
SW12. The school has formal strategies for informing families about expected student behaviours at school	25	75	0		0	50	50
SW13. Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school	25	38	37		83	34	0
SW14. All staff are involved directly and/or indirectly in schoolwide behaviour interventions	75	13	12		67	17	16

Features SW1 and SW3 attracted scores of 75% for in-place current status and 25% for partially in place. This suggests that participants believed there were a number of consistent positive school rules and students were rewarded regularly for following

the schoolwide rules. Although participants acknowledged that there were rules and rewards in place, half of the staff saw either a high (33%) or medium (17%) priority for improvement for SW1 and 67% a medium improvement priority for SW3.

An executive member commented on the use of teaching schoolwide rules and rewards and the role of the classroom teacher and the school in ensuring that this occurred. The executive agreed that this was occurring in this school:

The teachers and the school do provide and identify certain skills/qualities, teach explicitly and reward/celebrate successes for schoolwide procedures.
(93E)

Although participants seemed relatively content with the definitions of the schoolwide rules and the rewards issued for the rules, more participants were concerned for SW5. This feature was about consequences for problem behaviour being defined clearly. The in-place (13%) current status selected by participants indicated a greater concern for this feature than SW1 and SW3. Three quarters of the respondents did select a partial in-place current status. However, the improvement priority was equally distributed across high, medium, and low, suggesting that this area continued to be of concern to staff and warranted some improvement. One classroom teacher's comment suggests that not all procedures for establishing rules was consistently implemented or perhaps understood:

More consistency across all staff, clear rules and consequences. (88C)

In the feature SW6 *The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear*, although 38% believed they were in place, a further quarter of the respondents selected that the current status was not in place. This was perhaps reflected in the improvement priority where 67% of participants selected a high improvement priority. Similarly, SW7 attracted 75% for in-place current status, indicating that schoolwide options existed to allow classroom instruction to continue when problem behaviour occurred. However, despite the in-place status given to this feature, two thirds (67%) of staff also requested a high improvement priority. The high priority given to improving this feature suggests that perhaps this was not always a regular occurrence or there may have been some confusion with the effective implementation of schoolwide options in relation to classrooms.

Although 63% of participants agreed that the executive played an active role in the behaviour support team (SW10), two thirds of the participants also selected either a high (50%) or medium (17%) priority for further improvement. This indicates that some aspects of school executive's role caused some concern. Similarly, in the feature SW14, concerned with the involvement of all staff directly or indirectly in

schoolwide interventions, 75% of respondents selected the current status of this feature as in place. Yet, in the improvement priority, two thirds (67%) selected a high improvement priority. Indications for feature SW14 suggest that although this feature was in place, further work was needed to improve staff involvement in schoolwide interventions. A comment from an executive staff member indicated that although there was no formal behaviour intervention team, all staff were involved in providing schoolwide options/interventions:

Behaviour support team does not exist as a formal group but we run through this each week at our staff meeting, all staff involved. (87E)

Although the executive member seemed satisfied with the involvement of all staff one classroom teacher's comment suggested some aspects of staff involvement was not always apparent in the school.

It should be all staff involved in determining the schoolwide procedures not just executives! (90C)

The 25% in-place current status of feature SW13 was one of the lowest selections by participants. Further evidence of concern was in the 83% high improvement priority selected by respondents. The indications were that staff were concerned with providing additional behaviour training activities for students based on behaviour data collected by the school and placed a high priority for improving this feature.

The final comment from a classroom teacher suggested the use of a two-way radio to assist in maintaining consistency across the schoolwide system. There was no indication in the comment how the two-way radio would be used in relation to schoolwide processes. However, the classroom teacher pointed to consistency in rules and expectations across all activities:

Two-way radios assist with school wide management and consistency, regular communication meetings, same rules and expectations across all primary activities. (86C)

Overall, half (53%) of the participants believed that the current status of schoolwide systems was in place and a third (34%) partially in place. However, the respondents still believed that there were further priorities for improvement needed, as almost half of the participants selected a medium (47%) priority for improvement. The greatest concern was in the area of all staff involvement in decision-making and communication of schoolwide consequences for problem behaviour. Both the executive and classroom teachers were concerned about better consistency across the school and did indicate that there were processes in place for ensuring consistency was occurring. Some of the strategies suggested were whole-staff meetings and use of technology such as two-way radios.

A11.5.2.2 Non-Classroom Systems

Table LMG5PS-2 provides the primary school ratings for each of the nine features in the non-classroom system. There were three comments in this section: one from an executive and two from classroom teachers.

In the feature NC1, 100% of participants believed that the current status was in place (75%) or partially in place (25%). However 50% of participants believed it had a medium priority for improvement, as half the respondents also selected a high (25%) or low (25%) improvement priority. This indicates that although expected student behaviours applied to non-classroom settings were largely in place, further improvement by school staff was considered necessary.

Table LMG5PS-2 Non-Classroom System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
NC1. Expected student behaviours apply to non-classroom settings	63	37	0		25	50	25
NC2. Expected student behaviours are taught in non-classroom settings	37	63	0		25	75	0
NC3. Staff members actively supervise students in non-classroom settings	75	25	0		38	37	25
NC4. Rewards exist for positive student behaviours in non-classroom settings	50	37	13		25	63	12
NC5. Non-classroom settings are modified to make supervision easier (e.g., canteen lines)	75	13	12		38	37	25
NC6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces at any time	75	13	12		25	38	37
NC7. Staff receive regular opportunities for developing and improving active supervision skills	38	25	37		25	25	50
NC8. The behaviour management practices are reviewed regularly	63	12	25		63	12	25
NC9. All staff are involved in evaluating the management of non-classroom settings	25	38	37		25	63	12

Although 100% of participants selected either an in-place or partially in-place current status for NC2 *Expected student behaviours are taught in non-classroom settings*, 100% of participants also selected either a high (25%) or medium (75%) priority for improvement. Further information about non-classroom procedures (NC4), had

similar results. Over three quarters (87%) of participants selected the current status for the existence of rewards for positive non-classroom behaviour as in place or partially in place. A similar figure of 88% of participants also selected either a high or medium improvement priority. The trend for these two features was to select the features as in place but also to indicate a high and/or medium improvement priority. There were no comments directed at these particular features, but a comment by an executive teacher indicated that there were good, clear rules and expectations taught by staff. The executive teacher also commented on the proactive supervision and good playground activities, and good teacher–student ratios:

Active supervision, interesting activities at play times, safe environment, good staff-student ratio, clear, taught rules and procedures. (93E)

In NC8 *The behaviour management practices are reviewed regularly*, 63% of participants selected that this feature was in place. However, 63% of participants also selected that it had a high priority for improvement. These selections indicated that although staff were currently reviewing non-classroom systems, further attention to review was expected.

Two comments from classroom teachers indicated what was currently occurring in non-classroom situations. The first comment indicated that there were a number of already effective strategies in place, while the second comment was concerned about consistent processes. Although non-classroom procedures were in place, some staff were still concerned for further work to improve current processes:

Regular discussion at staff meetings occurs. All staff are expected to be on duty. Recess activities are regularly programmed. The use of two-way radio contact helps monitor transitions. (86C)

It is important that consistency is throughout the whole school. (90C)

Overall, in non-classroom systems, 56% of participants believed that the current status was in place, with 15% not in place. This does not necessarily equate to the improvement priority for non-classroom systems, with 32% of participants selecting a high priority and 44% a medium priority. Furthermore, there were concerns expressed by both classroom teachers and executive staff for further improvement and review of non-classroom procedures. This could be seen in the areas of consistent rewarding of behaviours and specifically teaching non-classroom procedures to students. Comments outlined some of the effective strategies and the use of two-way radios and monitoring of transition periods on playgrounds.

A11.5.2.3 Classroom Systems

Table LMG5PS-3 provides the primary school ratings for each of the 11 features in the classroom system. There were three comments from two executive teachers and one from a classroom teacher in the classroom system.

In the features C2 and C3, the same result for current status is repeated at 37% for in place, 63% for partially in place. This suggests that participants were partially satisfied with defining problem behaviours and directly teaching expected student behaviour and routines in classrooms. However, two thirds (63%) of the participants wanted further focus on both features by selecting a high improvement priority.

Table LMG5PS-3 Classroom Systems by Feature

<i>Feature</i>	Current Status %			Improvement Priority %		
	<i>In place</i>	<i>Partial</i>	<i>Not in place</i>	<i>High</i>	<i>Med</i>	<i>Low</i>
C1. Expected student behaviour and routines in classrooms are stated positively and defined clearly	50	50	0	50	50	0
C2. Problem behaviours are defined clearly	37	63	0	63	37	0
C3. Expected student behaviour and routines in classrooms are taught directly	37	63	0	63	37	0
C4. Expected student behaviours are acknowledged regularly	63	37	0	37	63	0
C5. Problem behaviours receive consistent consequences	63	25	12	63	37	0
C6. Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures	12	88	0	12	88	0
C7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs	63	25	12	63	25	12
C8. Teaching and curriculum materials are matched to student ability	88	0	12	88	0	12
C9. Students experience high rates of academic success (greater than 75% correct on tasks)	38	50	12	63	37	0
C10. Teachers have regular supervision, mentoring, training, and development	12	50	38	12	50	38
C11. Transitions between teaching activities are efficient and orderly	37	63	0	25	63	12

The features C8 and C9 were about the related subjects of matching curriculum material to ability and the students experiencing academic success. For the feature C8, 88% of participants selected the current status of this feature as in place. Participants

believed that they matched teaching and curriculum materials to the ability level of their students in classrooms. However, the satisfaction of this feature was not reflected in the improvement priority, as 88% of participants selected a high improvement priority. In the feature C9, the in-place current status was at 38%, with half of the staff participants selecting a partially in-place current status. There were also 100% of respondents who required either a high or medium priority for improving students experiencing academic success in their classrooms. A comment from an executive teacher suggested that there was difficulty in classrooms ensuring that all students accessed the curriculum satisfactorily.

The comment suggested that more expert staffing may assist. Also, placement in a special school for students with Emotional Disturbance/Behaviour Disorders (ED/BD) was better suited to supporting students with behaviour problems than regular schools:

This is especially prevalent when the students with problem behaviour disrupt the learning of others. In our setting student behaviours often disrupt what is taught [academically]. There is an inconsistent level of additional staffing in regular schools that can at times help. Special schools for ED/BD have more generous staffing to improve outcomes. (93E)

A further interesting feature was C10, which was concerned with supervision, training, and development. Only 12% of participants selected an in-place and 50% a partially in-place current status for this feature. Over a third of participants selected that this feature was not in place. Similar percentages were selected for improvement priority, with 12% for a high priority, 50% for a medium priority, and 38% for a low priority for improvement. Although participants acknowledged that training and development was only partially in place, it did not attract a high level of priority to further improve continuing support and professional development for staff in the classroom.

However, one comment from a classroom teacher did suggest that further access to classroom strategies would be helpful to staff: *Further teacher access to “best practice” in the classroom would be helpful. (86C)*

A final comment by another executive teacher suggested that he or she had seen the features mentioned in this system in all of the classrooms. However, the executive teacher would like to see them implemented more consistently and thus had “erred” on the side of high priority despite suggesting an in-place current status:

Difficult to answer these classroom system questions, as the majority of classrooms these things [features] are in place but still have a high priority, not all sadly. I have erred on the side of in place, high priority as 75% of the staff actively do these things – but needs to be more consistent thus needs to

be improved. (87E)

Overall, for the survey on classroom systems in the primary school, participants were largely satisfied with their own classrooms but less so with the provision of suitable academic tasks and the rates of academic success. Satisfaction was measured by 92% of respondents selecting either an in-place (43%) or partially in-place (49%) current status across all 11 features. However, concerns for improving the features were at 92% overall, with either a high (49%) or medium (43%) improvement priority. The improvement priority suggested that respondent staff preferred to further review and develop classroom systems to develop consistency across the whole school. There was some concern for improvement in professional training to further enhance current supervision and monitoring skills in the classroom. Comments from the executive teachers indicated that all of the features mentioned were in place in classrooms, but the interruption to learning often came from students with behaviour problems. One teacher identified that the lack of more staff exacerbated the issue, and some students needed to be in an ED/BD setting to ensure expert help was supplied.

A11.5.2.4 Individual System

Table LMG5PS-4 provides the primary school ratings for each of the seven features for individual systems. There were three comments in this section: one from an executive teacher and two from classroom teachers.

In the four features IS1 through to IS4, percentages were the same for the current status, with half (50%) of the participants selecting in place, 38% as partially in place, and 12% as not in place. Essentially, 88% of staff were satisfied that assessments including an FBA were conducted regularly to identify students with chronic problems, knowledge of appropriate staff members for procedures to remove students from classrooms were known, and that routines and procedures were taught directly in the classroom were in place.

However, there was greater concern for a high improvement priority for IS1 at 75% and for IS2 at 88% compared to 25% for IS2 and IS3 and 38% for IS4. Therefore, respondents wanted further improvement in identifying individual students and better knowledge of which staff member was responsible for removing difficult students from classrooms.

Table LMG5PS-4 Individual Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
IS1. Assessments are conducted regularly to identify students with chronic problem behaviours	50	38	12	75	13	12
IS2. A simple process exists for teachers to request assistance when behaviour problems occur in class	50	38	12	88	12	0
IS3. A staff member who is responsible for managing student behaviour responds promptly when a student demonstrates chronic problem behaviours	50	38	12	25	25	50
IS4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)	50	38	12	38	50	12
IS5. Significant family and/or community members are involved when appropriate and possible	38	37	25	12	25	63
IS6. School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies	50	25	25	38	37	25
IS7. Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff	63	25	12	63	37	0

A comment from an executive teacher indicated that there was interest in conducting a functional behavioural assessment and some staff had knowledge of it, but did not currently use it. The executive also commented that more time was needed to create teams and work on individual systems, such as more relief from face-to-face teaching (RFF):

FBA not currently in use at this school but sometimes mentioned. More team work and meetings needed but so is more time eg. more RFF! (93E)

The features IS5 and IS6 referred to the inclusion of families in decisions with individual systems and the provision of opportunities for families to participate in training for behaviour. In IS5, 75% of respondents indicated either it was in place or partially in place and that staff did include families in decision-making. The same percentage indicated in IS6 (75%) that the school provided opportunities for families and the community to participate in training activities. Respondents were perhaps more satisfied with including families in discussion, as only 12% gave IS5 a high improvement priority. However, more were concerned with IS6, as 38% of

participants selected a high improvement priority for this feature. This may indicate that respondents felt that more opportunities to provide training for parents were needed in this area. However one classroom teacher commented that although there was the provision of important data about the behaviour of students, sometimes parent participation was detrimental to positive outcomes:

Sentrals [computer behaviour recording system] provide information for agencies, families and medical specialists when required, often parent involvement can be detrimental in this situation and create more issues than is needed. (86C)

A further comment from a classroom teacher indicated that there needed to be other programs on offer for students with chronic behaviour. Some of the programs that were successful included mentoring programs or individual support. However, this form of individual support was not often forthcoming:

Alternative programs needed for these chronic kids, individual support/mentoring are very helpful when available – not often [available]. (91C)

Overall, 84% of participants believed that the current status of individual systems was either in place or partially in place. However, although the current status was positive, 77% of respondents selected either a high or medium priority for improvement. Participants were concerned with the implementation of individual assessments, such as a functional behavioural assessment, and ongoing improvement in who was responsible for removing difficult students from classrooms. There was an agreement between the executive and teachers of individual students with chronic behaviour problems that these students were often difficult and further time was needed to adequately develop team approaches and plans that better supported them. Respondent staff also would have liked to see further improvement in funding for support staff in the classroom and more placements in special schools.

[A11.6 LMG6 Detailed Case Study](#)

[A11.6.1 High school survey results](#)

Presented in the following sections were the high school survey results from data on the four systems, schoolwide, non-classroom, classroom, and individual systems. First results were reported with reference to the key features of interest and the open-ended comments, followed by relevant principal interview information that discussed the four systems.

A11.6.1.1 Schoolwide System

Table LMG6HS-1 provides the high school ratings for each of the 14 features in the schoolwide system. There were two comments for the schoolwide system: one from a classroom teacher and one from an executive teacher. In the features SW1 through to SW4, 100% of participants selected the current status as in place. This essentially means that participants believed that there were a number of positively and clearly stated rules or expectations, the expected schoolwide behaviours were taught and rewarded, and problem behaviours were defined clearly. The in-place current status was further reinforced as 79% of participants selected a low improvement priority for SW1 through to SW3, and for SW4, 86% of participants also selected a low improvement priority.

In the feature SW5, 57% of participants selected that the current status was in place for providing a set of well-defined consequences for schoolwide problem behaviour. However, 43% also marked this as partially in place, indicating that consequences were not always well defined for some staff. This feature caused some concern amongst staff respondents as 57% recorded a medium priority for improvement. There was concern for this feature as shown in the following comment from an executive. The comment suggested that there were some issues with consistency from staff and further communication was required to address the inconsistencies:

I think we have a real problem with staff consistency in implementing expected consequences for inappropriate behaviour. As an executive we need to tighten this up making sure that each staff member is familiar with our whole-school system. (164C)

In the feature SW7, 100% of staff respondents selected a partial in-place current status. Staff agreed that there were some schoolwide options existing that allowed classroom instruction to continue when there was problem behaviour. Similar to the high score in the current status, 86% of respondents also found it important to improve this feature by opting for a medium improvement priority. The following comment by a classroom teacher reinforces the need for a team approach to schoolwide options and suggests PBL as a solution:

This school needs PBL to try and get everyone on the same page. (160C)

Table LMG6HS-1 Schoolwide System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
SW1. A small number (e.g., 3–5) of positively and clearly stated student expectations or rules are defined	100	0	0		0	21	79
SW2. Expected student behaviours are taught directly	100	0	0		0	21	79
SW3. Expected student behaviours are rewarded regularly	100	0	0		0	21	79
SW4. Problem behaviours (failure to meet expected student behaviours) are defined clearly	100	0	0		0	14	86
SW5. Consequences for problem behaviours are defined clearly	57	43	0		7	57	36
SW6. The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear	21	72	7		22	64	14
SW7. Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs	0	100			14	86	0
SW8. Procedures are in place to address emergency/dangerous situations	14	64	22		29	71	0
SW9. A team exists for behaviour support planning and problem-solving	43	57	0		7	86	7
SW10. The school executive are active participants in the behaviour support team	14	86			22	64	14
SW11. Staff receives regular feedback on behaviour patterns	7	86	7		14	86	0
SW12. The school has formal strategies for informing families about expected student behaviours at school	14	86	0		14	72	14
SW13. Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school	14	86	0		29	64	7
SW14. All staff are involved directly and/or indirectly in schoolwide behaviour interventions	7				14	64	22

Features SW10, SW11, and SW12 all have the same selection of 86% for a partial current status. This means that staff respondents acknowledged that there were some active school executive members on behaviour teams, staff received some feedback on schoolwide behaviour and that there were some formal strategies for informing families about what sort of behaviours are expected at school. Similarly, participants believed that this required further improvement, with two thirds to three quarters of the staff respondents selecting a medium improvement priority. The

feature SW10, however, also had 22% of respondents opting for a high improvement priority, suggesting that executive staff being active participants on the behaviour team was more important than SW11 and SW12.

There was a similar pattern from features SW5 through to SW14 where an average of 75% of participants opted for a partial current status followed by an average of 72% of participants selecting a medium improvement priority. This trend was similar across all of the features. The feature SW13 did have 29% of participants opting for a high improvement priority, which suggests that they were more concerned with being provided with additional behaviour training activities that were based on behaviour data collected for schoolwide systems.

The overall result for schoolwide systems had 96% selecting the current status as in place or partially in place. However, 78% of respondents also opted for a high or medium priority for further improvement. This suggests that, overall, respondents were not all satisfied with schoolwide systems and specific areas such as improved attention to data collection and consistent approaches to administering appropriate consequences for schoolwide behaviour infractions. Participants were also concerned with further training in schoolwide systems and more executive staff on school behaviour teams. A comment by one classroom teacher suggested that PBL would improve consistency, and an executive comment also noted that the lack of consistent approaches by some teachers needed further revision. Respondents were not as concerned with improving links to families with information and processes about the schoolwide system.

A11.6.1.2 Non-Classroom Systems

Table LMG6HS-2 provides the high school ratings for each of the nine features in the non-classroom system. There were three comments by classroom teachers for the non-classroom system.

In the feature NC1 and NC2, 93% of respondents selected that the current status was in place. However, half the participants also gave this feature a medium improvement priority, which implies that staff were somewhat concerned with the expected student behaviour in non-classroom settings, such as the playground, canteen, and assembly or bus lines, and how non-classroom behaviours were being taught to students.

Table LMG6HS-2 Non-Classroom System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
NC1. Expected student behaviours apply to non-classroom settings	93	7	0		0	43	57
NC2. Expected student behaviours are taught in non-classroom settings	93	7	0		0	50	50
NC3. Staff members actively supervise students in non-classroom settings	57	43	0		7	57	36
NC4. Rewards exist for positive student behaviours in non-classroom settings	36	64	0		21	29	14
NC5. Non-classroom settings are modified to make supervision easier (e.g., canteen lines)	0	100	0		14	86	0
NC6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces at any time	22	71	7		7	86	7
NC7. Staff receive regular opportunities for developing and improving active supervision skills	7	77	14		57	43	0
NC8. The behaviour management practices are reviewed regularly	0	93	7		7	93	0
NC9. All staff are involved in evaluating the management of non-classroom settings	7	72	21		22	71	7

In the feature NC3 *Staff members actively supervise students in non-classroom settings*, 57% of participants agreed that the current status was in place. However, two thirds of the staff also selected either a high or medium improvement priority. This implies that staff were reasonably satisfied with their own ability to actively and appropriately supervise students in non-classroom areas, such as the playground. However, 64% of participants selected either a high or medium improvement priority. One comment by a classroom teacher suggested that the playground was one of the more difficult areas to supervise and that consistency with consequences would improve non-classroom features:

Playground duty is a real challenge at our school. Some teachers “crack down” on kids doing the wrong thing, while other teachers ignore it. The kids think they can get away with poor behaviour because of this. (163C)

In the feature NC7, 77% of participants selected the current status as partially in place. Interestingly, 57% of respondents gave it a high improvement priority and 43% a medium improvement priority for staff receiving regular opportunities to enhance and develop active supervision skills for non-classroom areas. This may suggest that

there is a need for staff to receive regular training in non-classroom strategies. A classroom teacher suggested additional activities at breaks would further improve non-classroom features and especially on the playground:

Should have alternate activities at lunchtime, such as art. (156C)

The related feature, NC9, was also about involving staff in evaluating non-classroom procedures, and 93% of participants selected the current status as either partially or not in place. In addition, 93% also selected this feature as either a high or medium improvement priority. The response to this feature suggests that participants wanted more involvement in evaluating the current system in non-classroom systems. Staff were very concerned about being involved in decisions and having some input into what occurred in non-classroom areas. One teacher comment suggested that alternative activities for boys would alleviate some of the issues experienced on the playground:

Boys need more activity and if they had refereed sport on the playground they would be better occupied. (158C)

Overall, in non-classroom systems, one third (35%) of respondents believed that the current status of all non-classroom systems was in place, with 65% either partially in place (59%) or not in place (6%). Further, the majority of participants (66%) selected a medium improvement priority across the nine non-classroom features. Comments suggested that planned activities on the playground would assist in reducing problem behaviours, which included Art and refereed games for boys. Staff wished for further involvement in decisions made about non-classroom areas and sought further training and development in active supervision skills. Consistency with consequences was an issue in the playground, and respondents agreed that this was a priority for improvement.

[A11.6.1.3 Classroom Systems](#)

Table LMG6HS-3 provides the high school ratings for each of the 11 features in the classroom system. There were four comments from three classroom teacher and one executive teacher in the classroom system. In the feature C1, 100% of participants selected the current status as either in place or partially in place. The majority of participants (71%) opted for an in-place status. This suggests that there were mostly expected student behaviour and routines being positively stated and defined for classroom behaviour. This was further reinforced by 64% of participants also selecting that this feature had a low improvement priority. This is similar to C4 where 100% of respondents selected the current status as either in place or partially in place for acknowledging student behaviours regularly within the classroom, and two

thirds (64%) selected that this feature had a low improvement priority.

Table LMG6HS-3 Classroom Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
C1. Expected student behaviour and routines in classrooms are stated positively & defined clearly	71	29	0	22	14	64
C2. Problem behaviours are defined clearly	79	21	0	14	14	72
C3. Expected student behaviour and routines in classrooms are taught directly	71	29	0	22	14	64
C4. Expected student behaviours are acknowledged regularly	71	29	0	14	22	64
C5. Problem behaviours receive consistent consequences	36	64	0	21	50	29
C6. Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures	7	93	0	14	86	0
C7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs	14	86	0	14	86	0
C8. Teaching and curriculum materials are matched to student ability	14	77	7	43	57	0
C9. Students experience high rates of academic success (greater than 75% correct on tasks)	0	86	14	29	71	0
C10. Teachers have regular supervision, mentoring, training, and development	7	77	14	14	86	0
C11. Transitions between teaching activities are efficient and orderly	0	93	7	0	93	7

The features C8 and C9 were about matching curriculum materials to student ability and whether students experience a high rate of academic success. While 14% of participants selected a high current status for matching curriculum materials in C8, there were no respondents in C9 selecting a high current status for students experiencing high rates of academic success. However, both the partial current status had the majority of selections at 77% for C8 and 86% for C9. Participants saw the need to improve the current status of both features but were more concerned with a high improvement priority for matching curriculum materials to student ability at 43% than 29% of participants selecting a high improvement priority for students experiencing academic success in their classrooms. A comment from one classroom teacher suggested that their subject was mainly practical so they had less behaviour issues, while another teacher suggested that boys specifically would benefit from an alternate curriculum:

My subject is very practical, so less behaviour problems. (156C)

Boys need a different curriculum in classrooms. (158C)

In the feature C6 *Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures*, 93% of participants selected that it was partially in place. There was no selection for this feature being not in place. However, 100% of respondents also selected a high or medium improvement priority, which points to this feature being an area of concern in classroom systems despite the partial in-place current status. There was one comment from an executive teacher that expressed concern about consistency for behavioural consequences in classrooms that suggested that further improvement was required:

Need consistency by all teachers in every classroom. (161E)

The final feature exemplified in this case study is feature C10 *Teachers have regular supervision, mentoring, training, and development*. Although the majority of participants (77%) selected that the current status for this feature was partially in place, 86% also selected that there was a medium improvement priority. The need to improve this feature is also illustrated in the following comment made by a classroom teacher who explained that she was only new to teaching. Further mentoring and support was needed by this teacher in the classroom, especially in relation to behaviour:

As a fairly new teacher I have a lot of trouble with students yelling out and picking on each other in class. I would like much more help but don't want to feel like a "loser." Support should be already available. (162C)

Overall, for classroom systems, 96% of participants had selected that the current status for classroom systems were in place or partially in place. However, the majority of respondents (73%) also believed that there was a high or medium priority for improvement. In classroom systems, respondents were concerned that they needed further training in matching curriculum materials to student ability and yet were less concerned that the students experiencing high rates of academic success. Comments from teachers pointed to the subject matter being an important difference in managing problem behaviour in the classroom. One teacher thought that her subject was practical and less of a problem, and another teacher wanted a separate curriculum for boys. Executive and classroom teachers were concerned about consistency between classrooms for behaviour. This needed further training and development to improve the administering of consequences in classrooms. There was some concern for improving support and mentoring for classroom issues, where one new teacher expressed that these forms of support should be automatically in a school.

A11.6.1.4 Individual System

Table LMG6HS-4 provides the high school ratings for each of the seven features for individual systems. There were comments from four classroom teachers on individual systems.

Table LMG6HS-4 Individual Systems by Feature

<i>Feature</i>	Current Status %			Improvement Priority %		
	<i>In place</i>	<i>Partial</i>	<i>Not in place</i>	<i>High</i>	<i>Med</i>	<i>Low</i>
IS1. Assessments are conducted regularly to identify students with chronic problem behaviours	0	71	29	14	79	7
IS2. A simple process exists for teachers to request assistance when behaviour problems occur in class	0	93	7	36	57	7
IS3. A staff member who is responsible for managing student behaviour responds promptly when a student demonstrates chronic problem behaviours	21	79	0	43	50	7
IS4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)	7	57	36	7	79	14
IS5. Significant family and/or community members are involved when appropriate and possible	14	86	0	29	71	0
IS6. School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies	0	79	21	0	36	64
IS7. Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff	7	93	0	14	72	14

In feature IS1 *assessments are conducted regularly to identify students with chronic problem behaviours*, 71% of respondents selected the current status as partially in place and 27% as not in place. In the improvement priority, 79% of respondents also selected a medium improvement priority, indicating that, while some of the aspects of this feature were in place, staff continued to seek improvements. In addition, in IS4, which deals with an individual functional behavioural assessment that also identifies and plans for a student with chronic behaviour, 57% of participants opted for a partially in-place current status and 37% not in place. Both of these features are related to assessments of individual students with chronic behaviour, and participant staff had indicated a 79% medium improvement priority for both of these features.

The features IS5 and IS6 both consider family and community participation and decision-making for student behaviour. All of the participants (100%) in IS5 believed that family and community members were involved with the individual behaviour systems. However, the majority (79%) indicated only a partially in-place current status. Despite the current status as either being in place or partially in place, 100% of respondents still selected that there was either a high or medium priority for improvement in this area, with the majority (71%) opting for a medium improvement priority:

Not our job to provide family training! (157C)

For the feature IS6 *School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies*, 21% of respondents selected that the current status was not in place, while the majority of respondents (79%) selected partially in place. Participants (100%) did not seem as concerned as in IS5 for family training opportunities by opting for either a medium or low improvement priority. However the difference between IS5 and IS6 was the largest percentage of participants (64%) opting for a low improvement priority. Some comments from classroom teachers suggests that the provision of training and development for families was not the responsibility of the school.

In the feature IS7 *Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff*, the majority (93%) of the participants believed that the current status was partially in place. However, most of the staff participants (72%) opted for a medium improvement priority. This indicated that ,although staff were mostly informed about individual student behaviour, there was a need to provide further formal processes for monitoring of student behaviour and feedback to the behaviour support team and staff.

Three other comments were made by classroom teachers in the comments section for individual systems. All three comments suggested alternative approaches for working with individual students with chronic behaviour problems. The comments seemed to suggest that the problem lay within the individual students, in the way teachers interacted with them, or the need for further resources and personnel:

Need youth workers or aides to assist all day. Difficult community very diverse ... kids can be difficult. (156C)

Bad kids need to be expelled. (151C)

Too many female teachers don't understand teaching boys. They are not all bad just need activity. (158C)

Most (80%) participants selected that individual systems were partially in place. This was followed by 13% for a not in-place current status. In addition, 84% of participants had a high or medium improvement priority, with the majority (64%) opting for a medium improvement priority. The selection of a medium improvement priority and a partial current status was a significant pattern throughout the individual systems survey. This suggests that staff had awareness of some systems, although further attention was needed for a number of problematic issues. Some of the issues were about consistency across the whole school for individuals, behaviour assessments, and appropriate placement of individual students with chronic behaviour. Staff were concerned with sharing the responsibility with families, but not as concerned for improving training opportunities families and the community. Some comments from staff pointed to the diversity of students making learning more difficult. Some teachers also remarked on immediate expulsion, problematic female teachers without knowledge of boys' education, to the inclusion of more specific support personnel in classrooms for students with chronic behaviour problems.

[A11.6.2 Primary School Survey Results](#)

The primary school survey results for the data on the four systems, schoolwide, non-classroom, classroom, and individual systems, are first reported with reference to the key features of interest and the open-ended comments, followed by relevant principal interview information that discussed the four systems. There were five comments for schoolwide systems from participants: two were from executive staff and three from classroom teachers.

[A11.6.2.1 Schoolwide System](#)

Table LMG6PS-1 provides the primary school ratings for each of the 14 features in the schoolwide system. There were two comments for schoolwide features: one from a classroom teacher and one from an executive.

Features SW1 and SW2 attracted scores of 90% for in-place current status and 10% as partially in place. This suggests that participants believed that there were a number of consistent positive schoolwide rules and expected student schoolwide behaviours were taught directly. Although participants acknowledged that there were schoolwide rules in place, half of the staff wished to see either a high (10%) or medium (40%) priority for improvement for SW1. However, for SW2, 80% of staff respondents opted for a low improvement priority.

Table LMG6PS-1 Schoolwide System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
SW1. A small number (e.g., 3–5) of positively and clearly stated student expectations or rules are defined	90	10	0		10	40	50
SW2. Expected student behaviours are taught directly	90	10	0		0	20	80
SW3. Expected student behaviours are rewarded regularly	80	10	10		10	20	70
SW4. Problem behaviours (failure to meet expected student behaviours) are defined clearly	50	50	0		20	60	20
SW5. Consequences for problem behaviours are defined clearly	20	80	0		10	70	20
SW6. The distinctions between what problem behaviours are managed by the executive and what are managed in the classroom are clear	60	40	0		20	70	10
SW7. Schoolwide options exist to allow classroom instruction to continue when problem behaviour occurs	40	60	0		60	30	10
SW8. Procedures are in place to address emergency/dangerous situations	50	50	0		50	40	10
SW9. A team exists for behaviour support planning and problem-solving	60	20	20		10	60	30
SW10. The school executive are active participants in the behaviour support team	60	30	10		20	30	50
SW11. Staff receives regular feedback on behaviour patterns	20	60	20		10	50	40
SW12. The school has formal strategies for informing families about expected student behaviours at school	50	40	10		10	50	40
SW13. Additional behaviour training activities for students are developed, modified, and conducted based on behaviour data collected by the school	0	60	40		50	40	10
SW14. All staff are involved directly and/or indirectly in schoolwide behaviour interventions	20	40	40		20	40	40

A similar trend can be seen for SW3, where 80% staff respondents selected that the current status for rewarding expected student behaviours was in place. The in-place current status was also reinforced by participants, as 70% gave this feature a low priority for improvement.

Although participants seemed satisfied with the definitions of the schoolwide rules and the rewards issued for the rules, more participants were concerned about SW5. This feature was about consequences for problem behaviour being defined clearly.

The in-place (20%) current status selected by participants indicated a greater concern for this feature than SW1, SW2, and SW3. However, 80% of the respondents did select a partial in-place current status. Furthermore, 70% of staff respondents also selected a medium improvement priority, suggesting that this area continued to be of concern to staff and needed some improvement. An executive teacher commented that despite good procedures and systems being in place there were a few staff who, perhaps purposively, caused difficulties by not consistently applying agreed schoolwide consequences and rewards. The comment suggested that this was problematic:

Good systems in place, not all staff are consistent with rewards and consequences. Need consistent reinforcement and reminders [for students]. Some [teachers] are "white ants" in the system. (136E)

In the feature SW6, the distinctions between what problem behaviours are managed by the executive and what were managed in the classroom were clear, as 100% of respondents believed that they were either in place or partially in place. However, despite the high in-place status (90%), participants selected either a high or medium improvement priority. Similarly, SW7 attracted 100% of an in-place or partially in-place current status, indicating that schoolwide options existed to allow classroom instruction to continue when problem behaviour occurred. However, despite the in-place status given to this feature, close to two thirds (60%) of staff also requested a high improvement priority. The high priority given to improving this feature suggests that perhaps this was not always a regular occurrence, or there may have been some confusion with the effective implementation of schoolwide options in relation to classrooms.

Although 60% of participants agreed that the executive played an active role in the behaviour support team (SW10), half of the participants also selected either a high or medium priority for further improvement. This indicates that some aspects of the school executive's role caused some concern. Similarly, in feature, SW14 *All staff are involved directly and/or indirectly in schoolwide behaviour interventions*, 60% of respondents selected the current status of this feature as in place or partially in place. Also in the improvement priority, 60% selected a high or medium improvement priority. Indications for feature SW14 suggest that, although this feature was in place, further work was needed to improve staff involvement in schoolwide interventions. A comment from a classroom teacher indicated that although there were formal processes for staff to have discussions, these discussion opportunities were taken up by other priorities:

Staff meetings are used for training times – always in a hurry so not really the best place to have a good discussion to executive. (135C)

In the feature SW13, 40% of respondents selected a not in-place current status. This was the highest number of participants selecting a not in-place current status for all features. Further evidence of concern was in 90% of participants also selecting a high (50%) or medium (40%) improvement priority. The indications were that staff were concerned with providing additional behaviour training activities for students based on behaviour data collected by the school and placed a high priority for improving this feature.

Overall, 49% of participants believed that the current status of schoolwide systems was in place and 40% partially in place. However, the respondents still believed that there were further priorities for improvement, as 66% selected either a high or medium priority for improvement. The greatest concern was in the area of all staff involvement in decision-making and communication of schoolwide consequences for problem behaviour. A classroom teacher was concerned that there weren't specific opportunities to discuss with the executive real concerns about schoolwide processes. The executive were concerned about better consistency of consequences and rewards across the school. An executive member indicated that there were good processes in place for ensuring consistency was occurring; however, some teachers seemed to be actively not using the appropriate agreed procedures. Most respondents agreed that schoolwide rules, rewards, and expected behaviour were taught directly to students.

A11.6.2.2 Non-Classroom Systems

Table LMG6PS-2 provides the primary school ratings for each of the nine features in the non-classroom system. There were five comments in this section: one from an executive and four from classroom teachers. In the feature NC1, 100% of participants believed that the current status was in place (80%) or partially in place (20%). However, 60% of participants believed it had a medium priority of improvement, with 40% the respondents also selecting a low improvement priority. This indicates that, although expected student behaviours applied to non-classroom settings was largely in place, some further improvement or attention to this feature by school staff participants was still considered necessary.

Although 90% of participants selected either an in-place or partially in-place current status for NC2 *Expected student behaviours are taught in non-classroom settings*, 70% of participants also selected either a high (10%) or medium (60%) priority for improvement. Further information about non-classroom procedures (NC4) had similar results. Nearly all respondents at 90% selected the current status for the existence of rewards for positive non-classroom behaviour as in place or partially in place, and 80% of participants also selected either a high or medium improvement priority. The

trend for these two features was to select the features as in place but they were also given a high and/or medium improvement priority.

There were no comments that were directed at these particular features, but a comment by a classroom teacher indicated that the way to improve some of the non-classroom areas, such as the playground, was to remove the students who were the disruptive influences. The classroom teacher expressed that it was the job of the executive in the school to communicate information about specific students with behaviour problems and to be responsible for removing those students:

A better way of ensuring the behaviour kids are kept away from some kids on playground would be better. Executive need to make sure we know about some of the kids causing trouble. Too many chances, kids are not safe on the playground with some of the behaviour ones. (135C)

In NC8 *The behaviour management practices are regularly reviewed*, 80% of participants selected that this feature was either in place or partially in place. However, 90% of participants also selected that it had a high or medium priority for improvement. These selections indicated that although staff were currently reviewing non-classroom systems, further attention to the review was expected. This is related to NC9, where 70% of participants selected that the current status was either in place or partially in place, for all staff were involved in evaluating current non-classroom practices; however, 80% required high or medium priority for improvement. The need for improvement as indicated by the following classroom teacher comment suggested that staff were not regularly consulted about non-classroom systems:

Sometimes not consulted at all!!! (134C)

Two further comments from classroom teachers indicated that non-classroom procedures and systems would be enhanced if all staff were consistent with their approaches to non-classroom situations. They believed that being consistent was the key to better non-classroom areas:

Inconsistencies across some staff causes problems. (137C)
Consistency is the key to better playgrounds. (165C)

A further comment from an executive teacher suggested that the inconsistent use of consequences amongst some staff could be problematic. The executive member also reported that some staff had harsher methods of administering consequences. The suggestion was that further training opportunities were needed to further improve teachers' approaches to non-classroom areas:

Not all staff follows through with agreed consequences. Need further training.

Some staff are particularly harsh on kids. (136E)

Table LMG6PS-2 Non-Classroom System by Feature

Feature	Current Status %				Improvement Priority %		
	In place	Partial	Not in place		High	Med	Low
NC1. Expected student behaviours apply to non-classroom settings	80	20	0		10	60	30
NC2. Expected student behaviours are taught in non-classroom settings	30	60	10		20	50	30
NC3. Staff members actively supervise students in non-classroom settings	50	50	0		10	60	30
NC4. Rewards exist for positive student behaviours in non-classroom settings	20	70	10		20	60	20
NC5. Non-classroom settings are modified to make supervision easier (e.g., canteen lines)	20	70	10		0	80	20
NC6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces at any time	40	40	20		0	30	70
NC7. Staff receive regular opportunities for developing and improving active supervision skills	0	20	80		40	30	30
NC8. The behaviour management practices are reviewed regularly	10	70	20		30	60	10
NC9. All staff are involved in evaluating the management of non-classroom settings	10	60	30		30	50	20

Overall, in non-classroom systems, 80% of participants believed that the current status was in place (29%) or partially in place (51%), with 20% not in place. Similar figures were given for the improvement priority, with 18% selecting a high, 53% a medium, and 29% a low priority for improvement. This indicates that although there were adequate procedures in place to manage non-classroom systems currently in the school, further improvement in all areas was needed. Furthermore, concerns were expressed by classroom teachers that there needed to be further a review of non-classroom procedures with improved consultancy and discussion with all staff. Both teachers and executive members believed that there needed to be better consistency in delivering consequences and procedures amongst staff, and more opportunities to improve current skills in managing behaviour in non-classroom areas. One classroom teacher wished for the executive to take responsibility for students with more behaviour problems to improve safety in the playground.

A11.6.2.3 Classroom Systems

Table LMG6PS-3 provides the primary school ratings for each of the 11 features in the classroom system. There were five comments overall – two from executive teachers and three from classroom teachers – in the classroom system.

In the features C1 and C2, the same result for current status was repeated at 89% for in place 11% for partially in place. This suggests that participants were mostly satisfied with defining problem behaviours and defining problem student behaviour clearly in classrooms. Participants were satisfied with these features, as 67% of participants gave C1 a low improvement priority, and 89% of respondents also opted for a low improvement priority for feature C2.

Although 100% of respondents also selected the current status for C3 and C4 as either in place or partially in place, over half (55% for C3 and 67% for C4) also opted for a high or medium improvement priority. This suggests that there was still concern in classrooms about teaching directly to students expected classroom behaviours and routines, and regularly acknowledging appropriate student behaviour. One classroom teacher commented that not all classrooms were the same, and perhaps this indicated some behaviour routines and expectations needed to be changed in some way to better suit individual classrooms:

Not all classrooms are the same. Sometimes have to be different. (165C)

The above comment from a classroom teacher was further reinforced by the following comment from an executive member who suggested that there was a need for flexibility and some individual differences amongst classrooms to allow for some different approaches for different students in classrooms. The executive member acknowledges that consistency was important, but equally so was flexibility:

Flexibility is essential. While consistency is important, different strategies are needed for some children. (166E)

The features C8 and C9 were about the related subjects of matching curriculum material to ability and these students experiencing academic success. For the feature C8, 100% of participants selected the current status of this feature as either in place or partially in place. Participants believed that they matched teaching and curriculum materials to the ability level of their students in classrooms. However, the satisfaction of this feature was not reflected in the improvement priority, as two thirds of participants selected either a high or medium improvement priority. In the feature C9, the in-place current status was at 22%, with 60% of staff participants selecting a partially in-place current status. Also, half the respondents opted for a high priority for improving students experiencing academic success in their classrooms. A comment

from a teacher suggested that there needed to be more teacher aides in the classroom to assist with students with learning difficulties:

Need more aides to help with the kids with learning issues. (134C)

Table LMG6PS-3 Classroom Systems by Feature

Feature	Current Status %			Improvement Priority %		
	In place	Partial	Not in place	High	Med	Low
C1. Expected student behaviour and routines in classrooms are stated positively & defined clearly	89	11	0	11	22	67
C2. Problem behaviours are defined clearly	89	11	0	0	11	89
C3. Expected student behaviour and routines in classrooms are taught directly	78	22	0	22	33	45
C4. Expected student behaviours are acknowledged regularly	78	22	0	11	56	33
C5. Problem behaviours receive consistent consequences	33	67	0	22	78	0
C6. Procedures for expected and problem behaviours are consistent with schoolwide behaviour procedures	22	78	0	11	78	11
C7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs	67	33	0	11	67	22
C8. Teaching and curriculum materials are matched to student ability	78	22	0	11	56	33
C9. Students experience high rates of academic success (greater than 75% correct on tasks)	22	67	11	56	33	11
C10. Teachers have regular supervision, mentoring, training, and development	0	89	11	67	11	22
C11. Transitions between teaching activities are efficient and orderly	45	44	11	0	44	56

Another teacher commented that other staff members needed to be more consistent. The teacher also reflected on the many different levels in their own classroom and the need to upskill in classroom strategies given the diversity in their own classroom:

Need some more training opportunities to further skills. Some teachers don't seem to be consistent across classrooms. Need more help with the diverse population in my classroom. I have 15 levels of learning. (135C)

A further interesting feature was C10, which was concerned with supervision, training, and development. No participants selected an in-place current status, although 89% opted for a partially in-place current status for this feature. However, two thirds (67%) opted for a high improvement priority, expressing a high level of

concern for improving the opportunities to increase their supervision, mentoring, and transition skills for the classroom.

A final comment by an executive teacher, who had previously mentioned the lack of consistent approaches in schoolwide and non-classroom systems, was on the focus by some staff on behaviour rather than reflecting on their learning practices to assist in better behaviour. Further, the executive member commented on the tendency for some teachers to remove difficult students, therefore decreasing student learning opportunities:

Once again, inconsistent across classrooms. Some teachers focus more on behaviour than improving learning. Send difficult kids out to executive too much. Kids [some] are not learning well in those classrooms. (136E)

Overall, for the survey on classroom systems from the primary school, participants were largely satisfied with their own classrooms but less so with the rates of academic success of students. Satisfaction was measured by 97% of respondents selecting either an in-place (55%) or partially in-place (42%) current status across all 11 features. However, concerns for improving the features were at 65%, with either a high (20%) or medium (45%) improvement priority. The improvement priority suggested that two thirds of respondent staff preferred to further review and develop classroom systems to develop consistency across the whole school. There was some concern for improvement in professional training to further enhance current supervision and monitoring skills in the classroom.

Comments from the executive teachers indicated that there were some problems with the provision of consistent measures in each of the classrooms and some teachers removing students from class, resulting in further disadvantage in learning for those students. Classroom teachers wished for more teacher aides to assist in their diverse classrooms where managing the many learning levels and behaviour was problematic and it was difficult to be consistent with agreed classroom procedures.

A11.6.2.4 Individual System

Table LMG6PS-4 provides the primary school ratings for each of the seven features for individual systems. There were four comments in this section: one from an executive teacher and three from classroom teachers.

In the feature IS1 *Assessments are conducted regularly to identify students with chronic problem behaviours*, 70% of the participants selected that the current status was partially in place. However, there was still a high level of concern for this feature, with 30% selecting a high and 60% a medium improvement priority. For a similar feature that discussed the use of FBA assessment for behaviour, 70% of staff respondents opted for the current status being not in place. Although half (50%) of

the participants selected a medium priority for further improvement in feature IS4, the priority was not as great as in IS1. In IS4, 40% of participants also selected a low improvement priority.

Table LMG6PS-4 Individual Systems by Feature

<i>Feature</i>	<i>Current Status %</i>			<i>Improvement Priority %</i>		
	<i>In place</i>	<i>Partial</i>	<i>Not in place</i>	<i>High</i>	<i>Med</i>	<i>Low</i>
IS1. Assessments are conducted regularly to identify students with chronic problem behaviours	20	70	10	30	60	10
IS2. A simple process exists for teachers to request assistance when behaviour problems occur in class	50	50	0	60	20	20
IS3. A staff member who is responsible for managing student behaviour responds promptly when a student demonstrates chronic problem behaviours	60	40	0	60	30	10
IS4. An individual behaviour support program for students with chronic behaviour problems includes a functional behavioural assessment (FBA)	10	20	70	10	50	40
IS5. Significant family and/or community members are involved when appropriate and possible	30	70	0	20	70	10
IS6. School includes formal opportunities for families to receive training on behavioural support and/or positive parenting strategies	0	30	70	10	60	30
IS7. Behaviour is monitored and feedback provided regularly to the school's behaviour support team and relevant staff	40	60	0	40	40	20

In the feature IS2, half of the participants selected that the current status for requesting assistance when there was significant behaviour present was in place and half partially in place. However, more than half (60%) indicated that there was a high improvement priority for feature IS2. The in-place current status of IS3 at 60% and partial in place at 40% is similar to IS2. Also similar is the 60% high improvement priority, where a staff member was known who was responsible for assisting in emergency procedures, in removing students, or supporting the classroom teacher when problem behaviour occurred, needed improvement.

Two classroom teacher comments pointed to students with chronic behaviour problems needing to be in different environments to regular classrooms. One teacher (165C) suggested that it was unfair for other students to have a student with behaviour problems in the same classroom. The second comment from a classroom

teacher (134C) believed that students with diagnosed behaviour disorders would be better placed away from regular classrooms in a specialist support class with similar students:

It is unfair for other kids to have behaviour kids in their classroom. (165C)

Some kids need to be in ED/BD classes not in mainstream. (134C)

However, although the executive teacher commented that some students with chronic behaviour problems may not necessarily fit into a regular school, he or she acknowledged that these types of students can have particularly difficult times at school:

Some kids do not fit in our school system. They have hard times at school. (136E)

The features IS5 and IS6 referred to the inclusion of families in decisions with individual systems and the provision of opportunities for families to participate in training for behaviour. In IS5, 100% of respondents indicated either it was in place or partially in place that staff did include families in decision-making. However in IS6, 70% of participants selected a not in-place current status for the school providing opportunities for families and the community to participate in training activities. Respondents were equally concerned about both of these features, with selections of medium improvement priorities for IS5 at 70% and IS6 at 60%. This may have indicated that respondents did feel that more opportunities to provide training for parents were needed as well as discussions with parents about individual students. However, one classroom teacher commented that there was a provision of meetings with families, but they often did not attend. Also in the comment was that the role the executive played was inconsistent and there was a lack of follow through with consistent consequences, which could exacerbate dangerous behaviour:

Families don't turn up to meetings all the time – can't make them. Sometimes executive don't follow through with consequences. Kids get away with really dangerous behaviours. (135C)

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