

# Maintaining Momentum - Enablers and barriers to effectively implementing Tier 1 with fidelity

**Katikati College**



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## **ASPIRATION**

Dream big, plan ahead

Better than before

Take action

## **RESPONSIBILITY**

Own your actions

Follow instructions

Be in the right place  
at the right time

## **CITIZENSHIP**

Take care of your school

Take care of others

Play your part, get involved

# Our school...

Rural co-ed school 850 students

Decile 6

Changing demographic

Current ethnic makeup of school is:

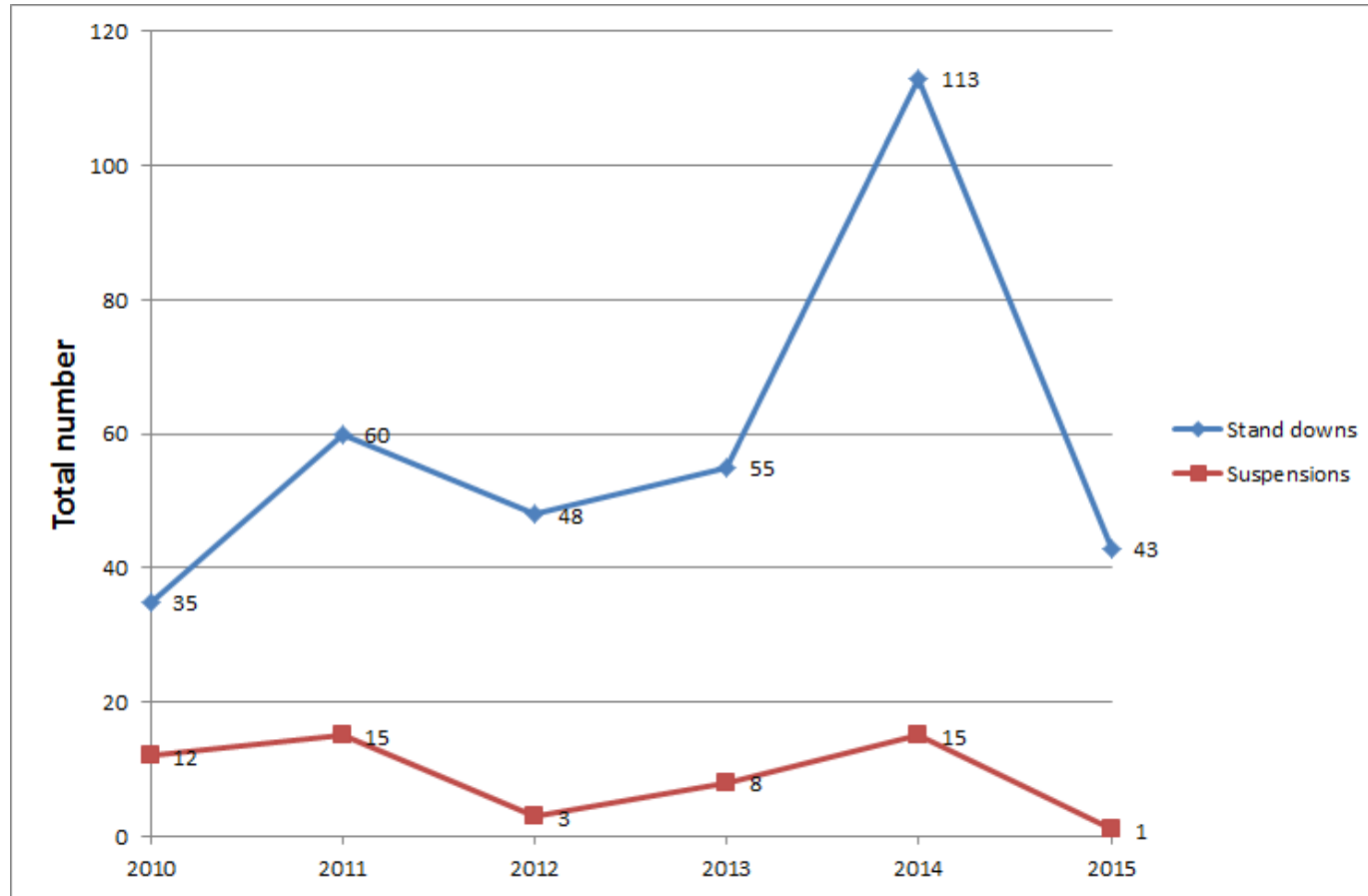
- Asian 6% (predominantly Indian)
- Maori 17%
- NZ European 65%
- Pasifika 5% (predominantly Tongan)



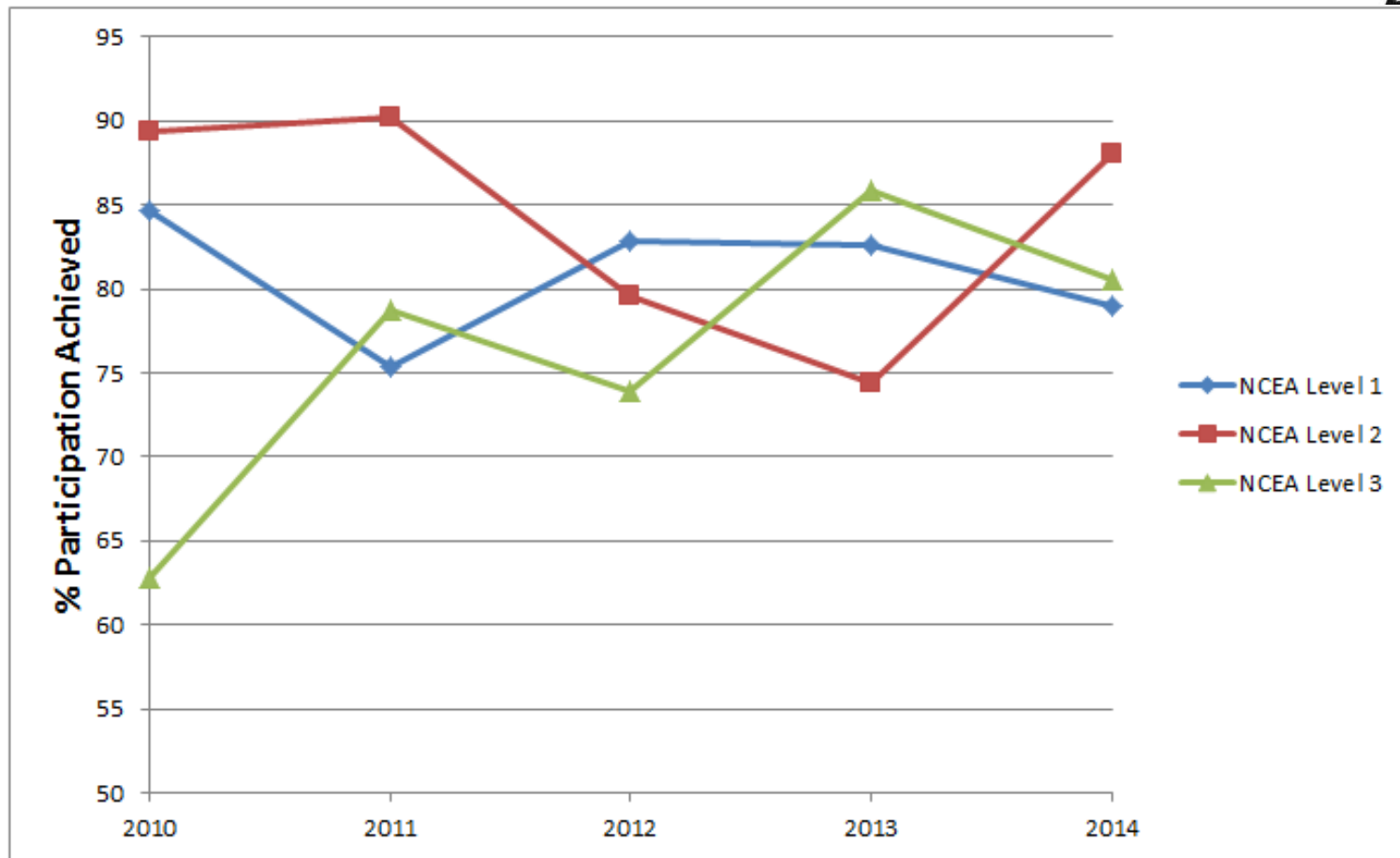
A horizontal wooden sign with the words "KATIKATI COLLEGE" in a serif font. The sign is decorated with carved scrollwork at both ends and is supported by three wooden posts. It is set against a background of a brick building, green bushes, and a lawn.

KATIKATI COLLEGE

# Stand down & Suspension stats:



# NCEA Data







# Why SWPB4L for us?

New Principal

Part of SEI (Student Engagement Initiative)

Staff who were concerned about student  
behaviour & the culture of the school

Impact of financial crisis - students staying on  
longer

Improvements in the monitoring of attendance



# Our journey...

2012 - Tier 1 training & “experimenting”

2013 - Launch Tier 1

2014 - Trained in Tier 2

2015 - Maintaining the momentum





# Staff buy-in...

Support from Principal & Leadership Team

Initially, 90% of staff wanted us to be involved

25% staff wanted to be on the Tier 1 Team

Big team for Tier 1 - 10 staff



Initial steps...

- SWPB4L is for everyone in our school - for all students and for all staff
- Expectation that it would be the “silver bullet”
- Allowed for difficult conversations around behaviour - culture of conversation
- Began to move staff from the position where the responsibility always sits with the student
- Holding up the mirror

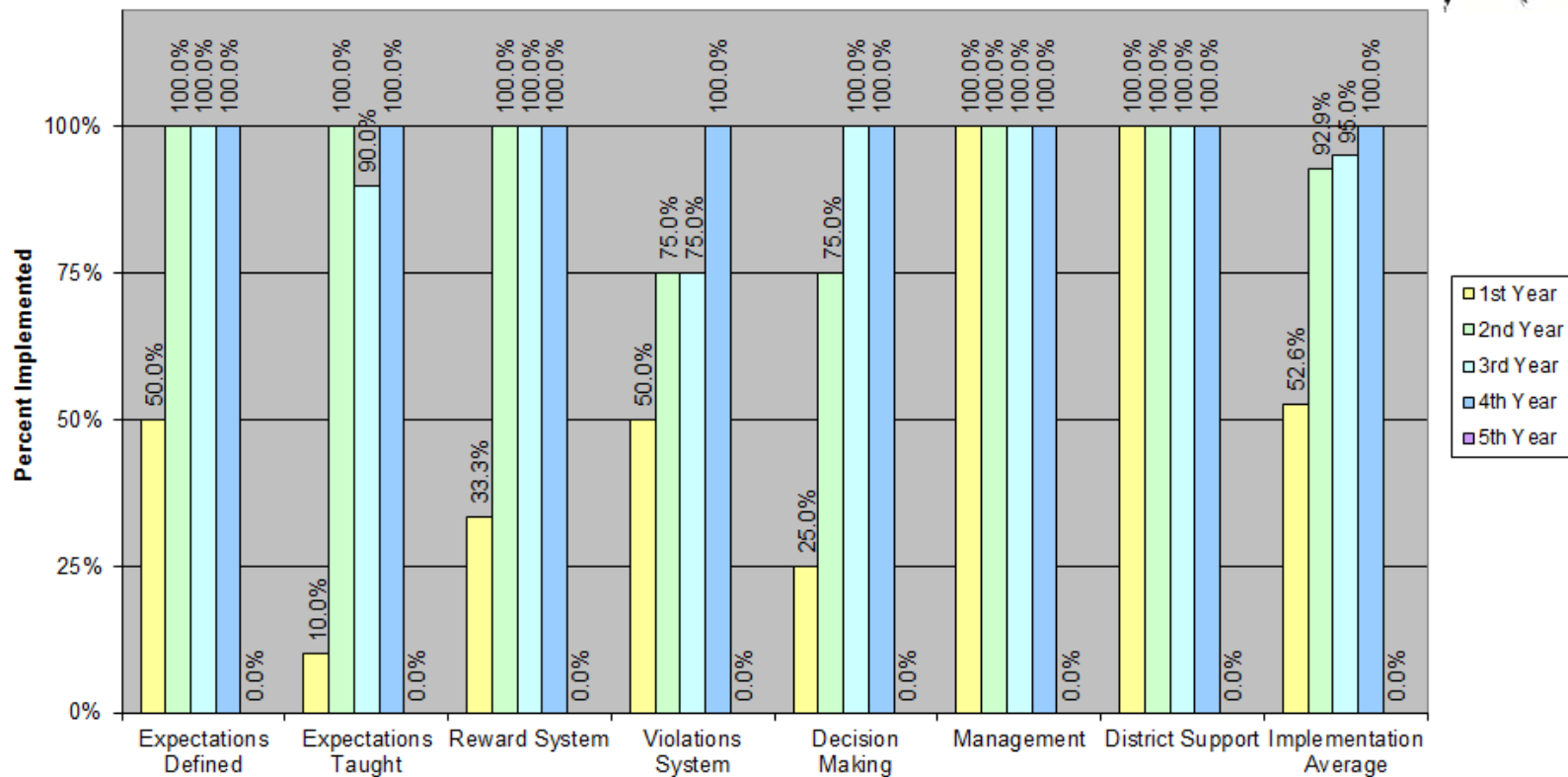


- Consistency is hard to achieve
- Can't copy other people's ideas - the need to make our own way
- Staff being distracted and weighed down by behaviour
  - keeping the focus on teaching and recognising when students get it right - change in mindset
- Staying on track. Being focused, working smarter not harder and only doing things that make a difference.

# Katikati College SET Features and Implementation Scores 2012 - 2015

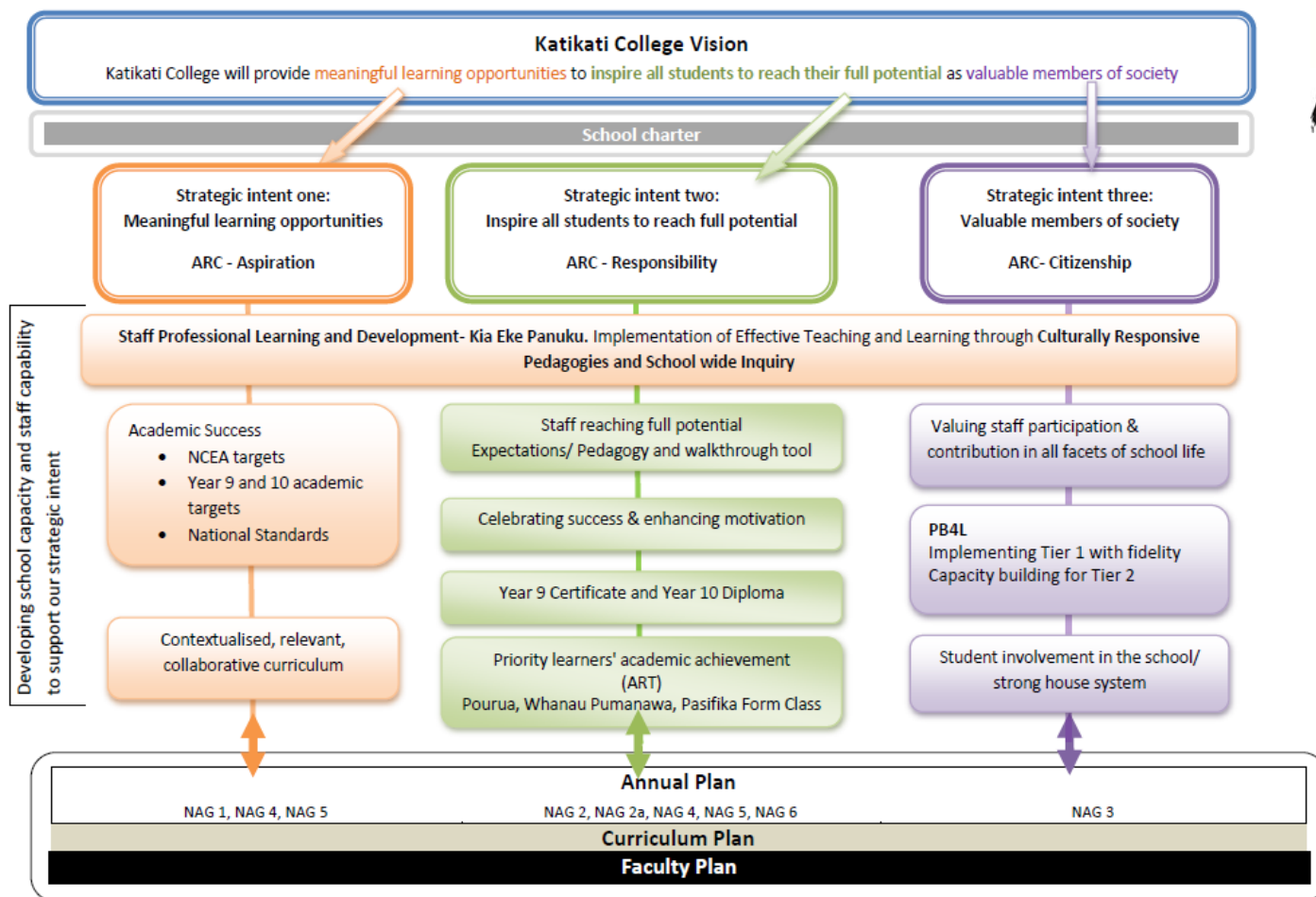


## Our SET Data



# Strategic Plan

Katikati College strategic plan 2015-2017



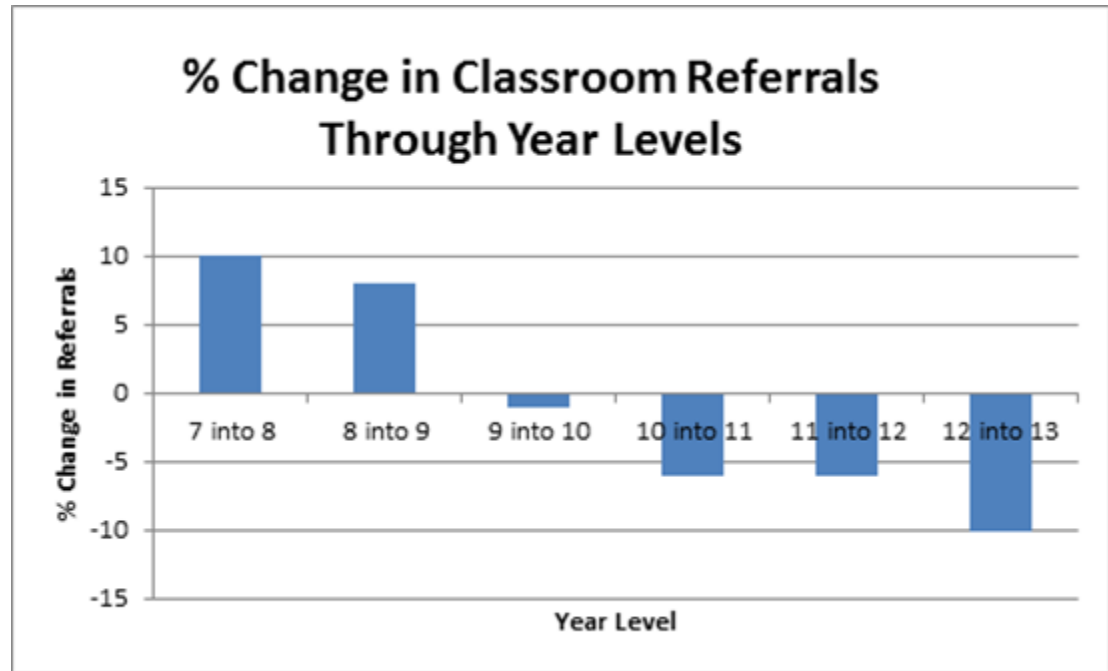


## 2014 Annual Goal:

Reduce the number of classroom behaviours requiring a teacher referral

## Target:

Reduce the behaviour by 7% across the year levels



# PLD and School Wide Inquiry 2015 – Strategic Focus and Partnerships



## Aspiration, Responsibility and Citizenship

Implementation of effective teaching and learning through culturally responsive practices to meet the students' needs and improve student outcomes



### Faculty Inquiry

Kia Eke Panuku

Learning with  
Digital  
technologies

English  
Language  
Learners through  
ELL and Home  
School  
Partnerships

Achievement,  
Retention,  
Transition (ART)

PB4L

Culturally  
responsive  
pedagogies

KAMAR  
Google Drive  
Moodle

Improving  
Pasifika  
Achievement

Academic success  
for all

Implementing  
Tier 1 with fidelity

### Personal Inquiry (as part of appraisal)

PLD Partner





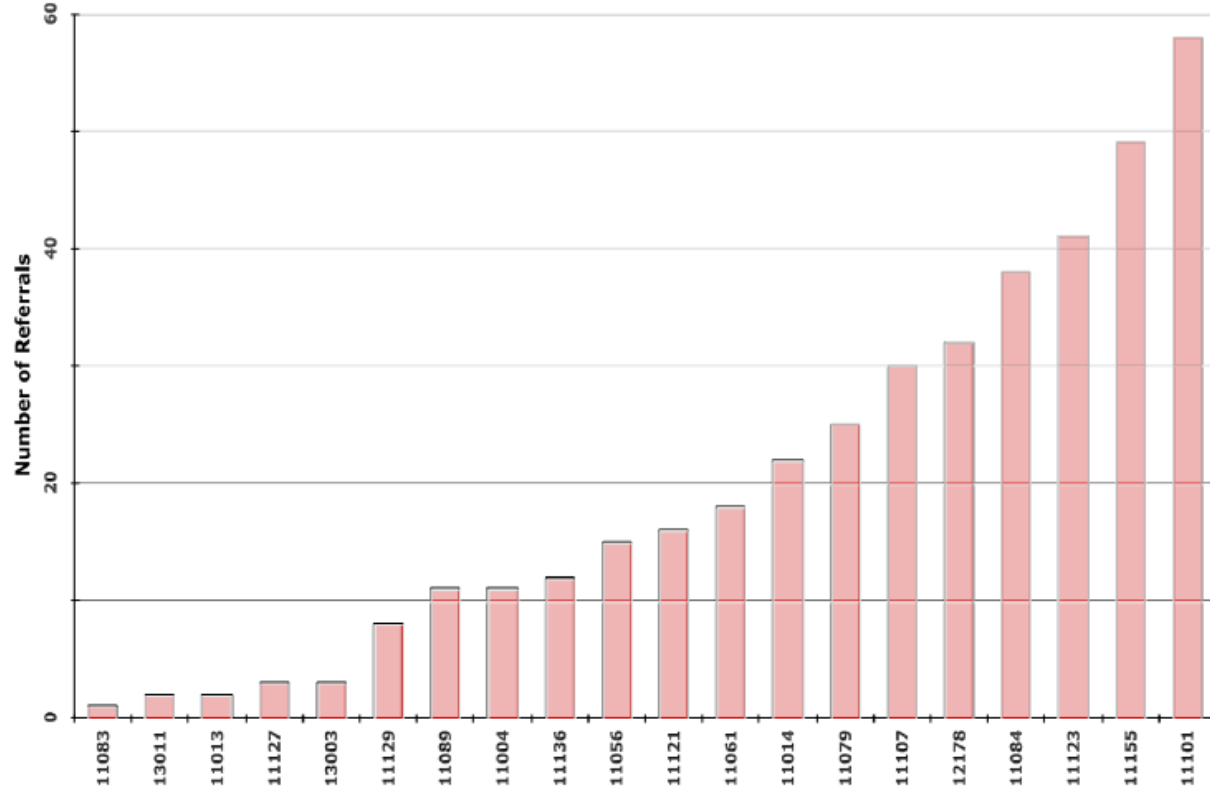
# Use of data to inform our practice



Using our KAMAR data to identify students who needed interventions

“In God we trust, everyone else must bring data”

Referrals By Student  
February to September 2014



# Reporting to Staff

- Weekly info sheet
- Weekly data to SLT,  
Deans & Form  
Teachers
- Regular PLD for staff

NE 2015



## ARC Focus

The focus for week 8 continues to be Take action. Please make that the sign in your room is updated accordingly.

Number of BTB or ARC cards entered on KAMAR during week 6 was:

Year 7 - 58 Year 8 - 16 Year 9 - 193 Year 10 - 10  
Year 11 - 20 Year 12 - 18 Year 13 - 11

Most common negative behavior entered on KAMAR

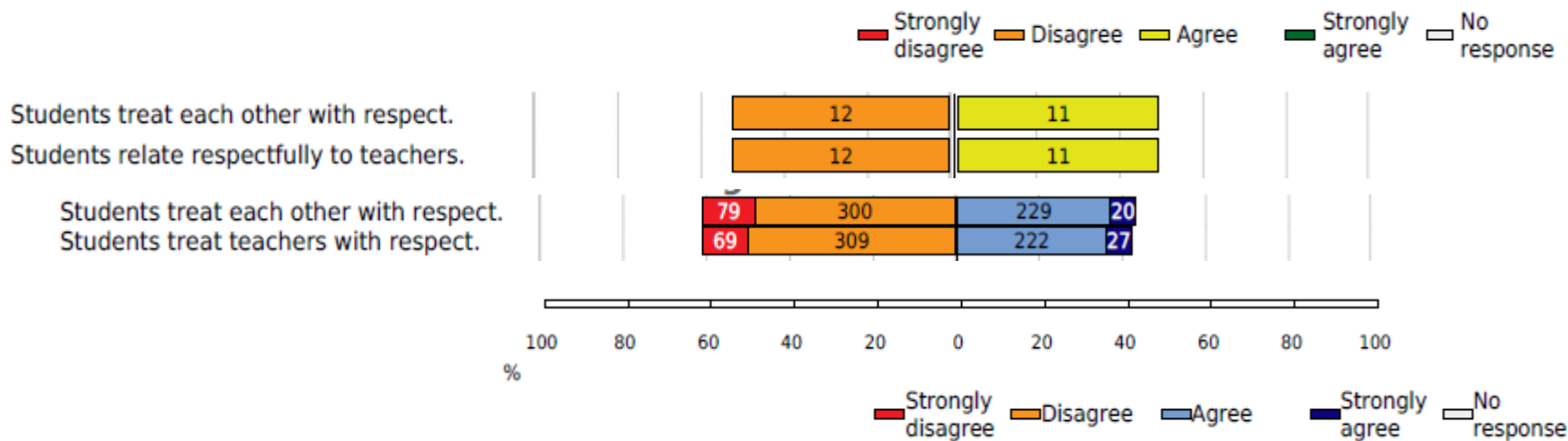
Year 7 - incorrect uniform (5) / 8 entries in total  
Year 8 - incorrect uniform (4) / 8 entries in total  
Year 9 - non-compliance (8) / 29 entries in total  
Year 10 - continual disobedience (4) / 25 entries in total  
Year 11 - truant & out of bounds (9 each) / 49 entries in total  
Year 12 - out of bounds (11) / 27 entries in total  
Year 13 - truant (4) / 7 entries in total

# wellbeing@school survey



Annual survey since 2013

Data used to inform our practice



# Teaching of our expectations...

Lesson plans

Teaching during form class

Teaching during class time

“Mystery shoppers”



Matrix Expectations	Citizenship – play your part, get involved
Timing	2 weeks including “Play your part” day
Matrix Rule and Steps  Play your part, get involved	Play your part, get involved means: <ul style="list-style-type: none"><li>• Representing your House at swimming sports, athletics, lip synch etc.</li><li>• Playing a sport for the College or a club (team or individual)</li><li>• Playing a musical instrument, being part of a choir</li><li>• Being part of kappa haka or the Pasifika group</li><li>• Helping collect for charity</li><li>• Helping to coach/tutor/mentor junior students</li><li>• Playing a game with others at interval or lunchtime</li><li>• Supporting other students when they are taking events</li><li>• Encouraging others to do the same</li><li>• Litter, report any damage</li></ul>
Context	All Settings
Tell	<ul style="list-style-type: none"><li>• Introduce expectations</li><li>• Explain importance</li><li>• Explain how they can play their part</li></ul>



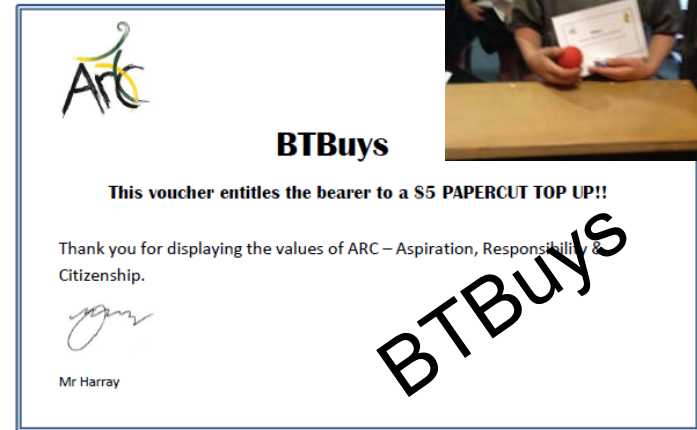
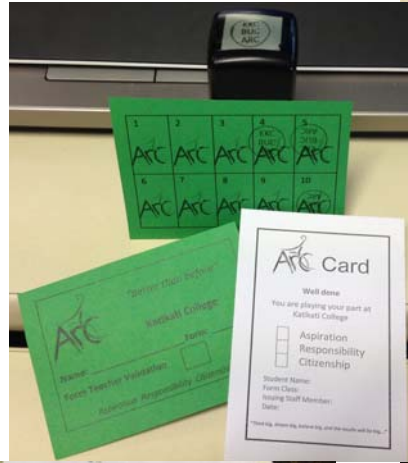
# Recognitions

Intrinsic vs. extrinsic


Juniors vs. seniors

Keeping it fresh

Staff buy in



# Consequences

Behaviours Leading to Consequences				Behaviours Leading to Recognition		
Stage 2	Stage 1	Stage 0		Stage 0	Stage 1	Stage 2
<ul style="list-style-type: none"> <li>Undermining the progress or future of others</li> </ul>	<ul style="list-style-type: none"> <li>Being negative about your progress or future</li> </ul>	<ul style="list-style-type: none"> <li>Apathy</li> </ul>	ASPIRATION	Dream big, plan ahead	<ul style="list-style-type: none"> <li>Being aware of future events and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Having a plan for future events and opportunities</li> <li>Taking initiative with regard to future events and opportunities</li> </ul>
<ul style="list-style-type: none"> <li>Avoiding work / opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to make the same mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Doing the bare minimum</li> </ul>		Better than before	<ul style="list-style-type: none"> <li>Persevering with tasks</li> <li>Learning from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Acting on advice to build on progress</li> <li>Seeking advice or opportunities to build on progress</li> </ul>
<ul style="list-style-type: none"> <li>Undermining the progress of others</li> </ul>	<ul style="list-style-type: none"> <li>Letting others down</li> </ul>	<ul style="list-style-type: none"> <li>Letting yourself down</li> </ul>		Take action	<ul style="list-style-type: none"> <li>Meeting commitments</li> </ul>	<ul style="list-style-type: none"> <li>Showing initiative</li> <li>Leading the way</li> </ul>
<ul style="list-style-type: none"> <li>Avoiding or not completing sanctions</li> <li>Defiance</li> </ul>	<ul style="list-style-type: none"> <li>Denying actions</li> </ul>	<ul style="list-style-type: none"> <li>Making excuses</li> <li>Blaming others</li> <li>Meddling or interfering in others' business</li> </ul>	RESPONSIBILITY	Own your actions	<ul style="list-style-type: none"> <li>Accepting your mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Putting things right, under direction, when you make a mistake</li> <li>Independently putting things right when you make a mistake</li> </ul>
<ul style="list-style-type: none"> <li>Defiantly ignoring instructions, responsibilities or routines</li> <li>Truant</li> <li>Off-site</li> <li>Refusing to be removed from class</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately ignoring instructions, responsibilities or routines</li> <li>Late to class</li> <li>Leaving early</li> </ul>	<ul style="list-style-type: none"> <li>Having to be reminded about instructions, responsibilities or routines</li> <li>Out of bounds at interval/lunch</li> <li>Trying to leave early</li> </ul>		Follow instructions  Be in the right place at the right time	<ul style="list-style-type: none"> <li>Doing what you are told when you are told</li> <li>Present and on time</li> </ul>	<ul style="list-style-type: none"> <li>Independently doing what is required of you</li> <li>Consistently present and on time</li> <li>Applying initiative to instructions, routines or responsibilities</li> <li>Outstanding attendance and punctuality record</li> </ul>





# Behaviours & Responses

		Behaviours & Responses			Behaviours that require involvement of SMT
		Stage 0 (Dealt with by the staff member at the time)	Stage 1 (Dealt with by the staff member at the time & recorded on KAMAR)	Stage 2 (Requires involvement of another staff member & recorded on KAMAR)	
ASPIRATION	Dream big, plan ahead	Behaviour	Behaviour	Behaviour	Behaviour
	Better than before	<ul style="list-style-type: none"> <li>Apathy – not giving it a go</li> <li>Doing the bare minimum – completes classwork but not to a high standard</li> <li>Letting yourself down</li> </ul>	<ul style="list-style-type: none"> <li>Being negative about your progress or future</li> <li>Continuing to make the same mistakes</li> <li>Letting others down</li> </ul>	<ul style="list-style-type: none"> <li>Undermining the progress or future of others – disruption in class</li> <li>Avoiding work / opportunities – not completing any classwork</li> </ul>	<ul style="list-style-type: none"> <li>Undermining the progress or future of others – continual disobedience (this needs to be well documented on KAMAR and show clearly what has been done to rectify the problem)</li> </ul>
	Take action	Response	Response	Response	Response
RESPONSIBILITY	Own your actions	<ul style="list-style-type: none"> <li>Discussion with student</li> <li>Ignore / Attend / Praise</li> <li>Signal / non-verbal cue</li> </ul>	<ul style="list-style-type: none"> <li>Re-direct</li> <li>Re-teach</li> <li>Provide choice</li> <li>Student conference</li> <li>Student kept in at interval / lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>Contact home</li> <li>Involvement of HOF / Form Teacher / Dean</li> <li>Re-teach</li> <li>Removal of student from class</li> <li>Restorative meeting between student and staff member</li> <li>Faculty / School Detention</li> <li>Withdrawal of privileges</li> </ul>	<ul style="list-style-type: none"> <li>Possible in-school or formal stand down or suspension</li> <li>Possible conditions regarding re-entry to class</li> </ul>
	Follow instructions	Behaviour	Behaviour	Behaviour	Behaviour
		<ul style="list-style-type: none"> <li>Making excuses / Blaming others</li> <li>Interfering in others' business</li> <li>Having to be reminded about instructions, responsibilities or routines</li> <li>Out of bounds at interval/lunch</li> <li>Trying to leave early</li> </ul>	<ul style="list-style-type: none"> <li>Denying actions</li> <li>Deliberately ignoring instructions, responsibilities or routines – lack of equipment</li> <li>Late to class / Leaving early</li> </ul>	<ul style="list-style-type: none"> <li>Avoiding or not completing sanctions – on purpose misses a class / Faculty detention</li> <li>Defiance – refuses to do as told or requested</li> <li>Defiantly ignoring instructions, responsibilities or routines – repeated failure to comply with adult requests / uniform incorrect &amp; no note or pass / inappropriate use of technology – bypassing server or playing inappropriate games</li> </ul>	<ul style="list-style-type: none"> <li>Bringing a banned item into school – drugs, tobacco, alcohol, weapons, lighters, matches</li> <li>Inappropriate use of technology</li> </ul>



## Behaviour Observed



### Behaviour can be managed by the adult involved – STAGE 1

Enter on KAMAR under CLASSROOM.  
Don't forget time, location and motivation.  
Enter a **brief** description in DETAILS.  
You do NOT need to notify other staff.

#### Uniform

Uniform incorrect –  
enter under UNIFORM

- Warning
- Confiscation
- Uniform detention

#### PROBLEM BEHAVIOURS:

- Damage to school property
- Disruption (INTERRUPTING LEARNING)

Examples

- Calling out
- Eating / chewing
- Inappropriate noises
- Off task behaviour

- Inappropriate language
- Late to class
- Non-compliance (NOT FOLLOWING INSTRUCTIONS)

Examples

- Lack of equipment
- Not working in class
- Leaving class early
- Mobile device out in class (without teacher approval)
- Choosing to ignore instructions

- Performing below the expected standard
- Absent from assessment
- Assessment is late or not handed in
- Homework not completed
- Non-completion of classwork

Examples

- Physical contact
  - Non-serious but inappropriate

Remember to use these strategies  
**FIRST** to minimise all behaviours:

- Proximity control
- Ignore/attend/praise
- Signal / non-verbal cues

If they don't result in a change in  
behaviour then move onto:

- Redirect
- Reteach
- Provide choice
- Student conference
- Student kept in at interval / lunchtime
- Brief removal from class
- Contact home

### Behaviour requires the involvement of others – STAGE 2 & 3

Enter on KAMAR under DISCIPLINE.  
Don't forget time, location and motivation.  
Enter a **brief** description in DETAILS. For anything that requires a  
more detailed write up, use the NOTES section at the bottom.  
Use the NOTIFY button to involve other staff members.

#### PROBLEM BEHAVIOURS:

- Arson
- Behaviour that undermines
- Bullying
- Continual disobedience
- Defiance
- Arguing / inappropriate response from student
- Not attending detention

Examples

- Fighting
- Gang affiliation display
- Out of bounds / off school location
- Physical assault
- Technology violation – accessing inappropriate sites
- Theft
- Truant / Skip class
- Use / possession of combustibles (lighters & fireworks)
- Use / possession of alcohol
- Use / possession of drugs
- Use / possession of tobacco
- Use / possession of weapons
- Vandalism
- Verbal abuse

Consequences at this level may involve:

- Contact home
- Removal from class
- Reteach
- Removal of privilege (including access to IT)
- Involvement of Form Teacher / HOF / Dean
- Restorative meeting between staff member and student
- School detention
- Afterschool detention

For STAGE 3 behaviours the following consequences may be used:

- In-school stand down
- Section 27
- Stand down
- Suspension



# PLD in 2015

Keeping Tier 1 going and  
then implementing Tier 2  
Implementation of Tier 1  
with fidelity  
Classroom management  
and effective teaching  
practice



## HOW ARC looks School-Wide in Term 3, 2015

Week	Common language of School wide ARC Focus	Year 7 and 8 in form class	Year 9 and 10 in form class	Year 11, 12 , 13 in form class	What the school-wide focus looks like <i>in form class and all subject classes</i>
1	Own your actions	What owning your actions looks like - How we speak to teachers. How we speak to each other. What should we do to own our actions? What shouldn't we do?		As for juniors plus how can we set a positive example?	What does our language look like when we are owning our actions? What behaviours show we are owning your actions?

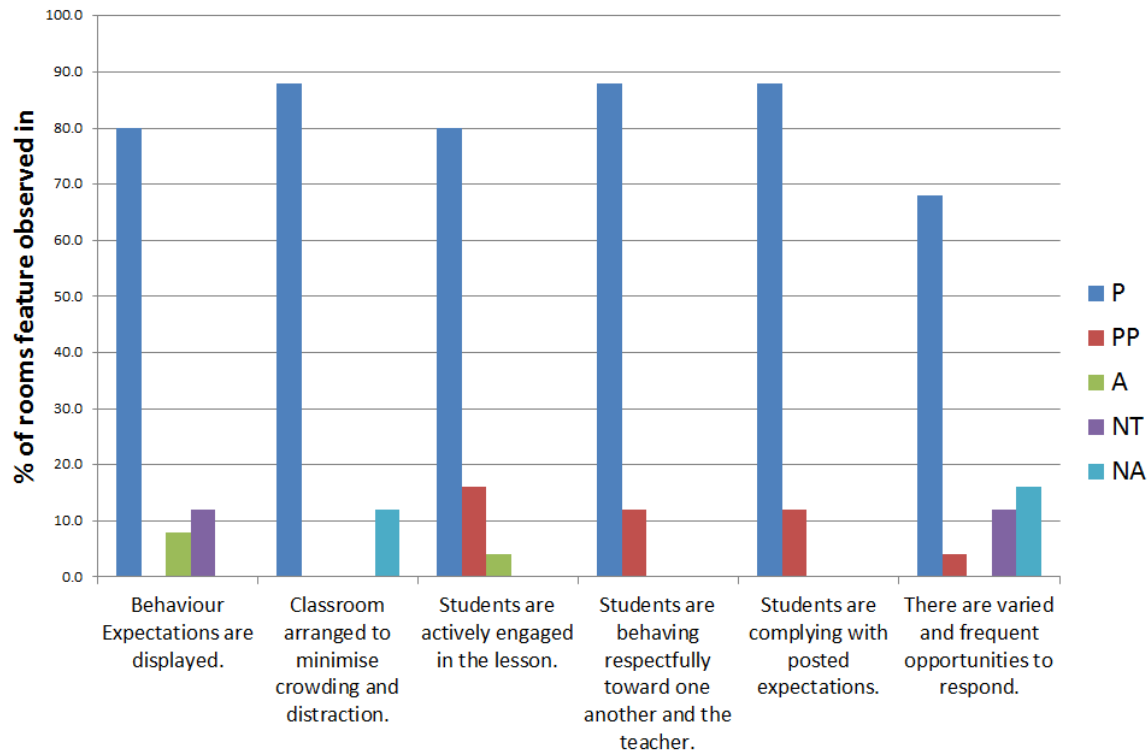
# Classroom management & the Walkthrough Tool



Modified the tool for  
our context

Unpacked the tool  
with our staff

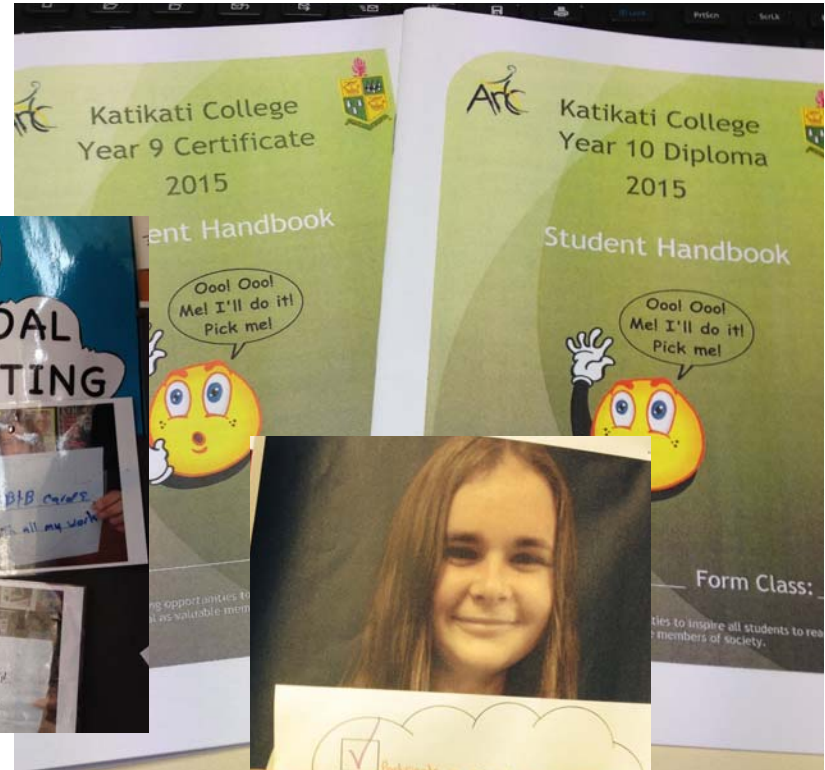
Sharing the data with  
our staff



# ARC & the Junior Diploma



A way to make ARC “real” for  
our Junior School students  
(Year 7 - 10)





## Tier 2...

Tier 1 informs what we do at Tier 2

Only 5-10% of our students

Functional Behaviour Assessment

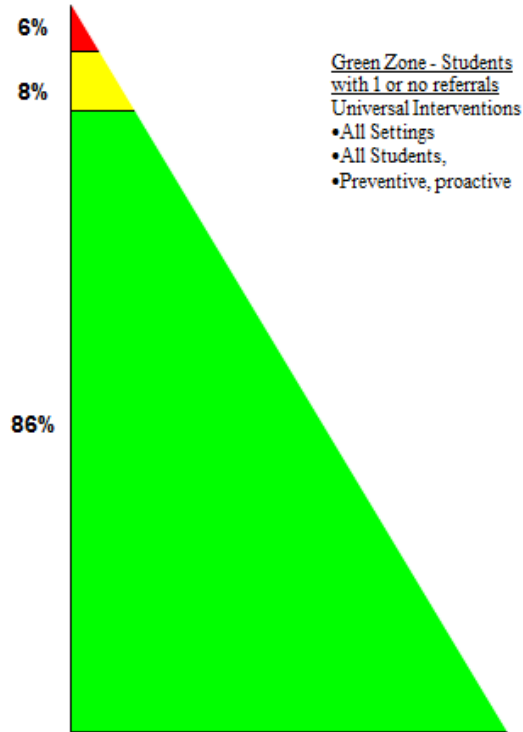
Intervention must be the right one

Classroom problem-solving leads to..

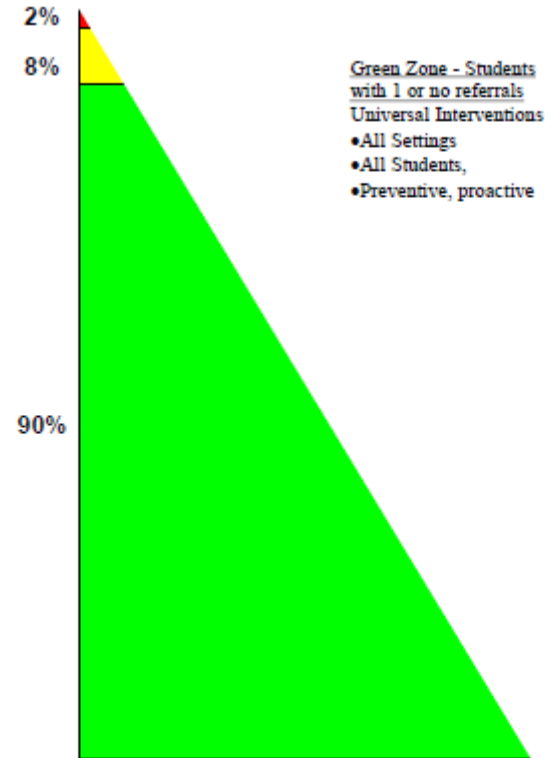
Check In/ Check Out, Check and Connect,

Social Skills Training

# What our data says now...



Katikati College



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