



Enabling Schooling Success: Psychosocial Drivers and Impact of Positive Behaviour for Learning Intervention on Behaviour, Well-Being, Academic Engagement, and Achievement

The Institute for Positive Psychology and Education (IPPE) at Australian Catholic University, in collaboration with the University of Western Sydney and NSW Department of Education and Communities, started in 2010 the Australian Research Council-funded research led by Professor Rhonda Craven to investigate the impact of Positive Behaviour for Learning (PBL) on the behaviour, well-being, motivation, and academic achievement of children at school.

PBL is a school-wide approach aimed at improving student behaviour and learning. It is being progressively introduced to schools which choose to participate by the Department of Education and Communities in the Western Sydney Region and South Western Sydney Region.

The research goes beyond a usual worldwide focus on effective behaviour management to a whole-school approach, to also improving children's well-being, academic achievement, and engagement. The outcomes of intervention have the potential to seed

success by generating new solutions to strengthen schooling at both school and individual levels. Hence, the research will enable students to maximise their potential, build teacher capacity, improve school environments, and contribute to general well-being.

Research data collected were both qualitative and quantitative. There were a total of three time waves involving students, parents, principals, and teachers. A series of surveys was administered to primary and secondary students from the two regions. They were also asked to do a reading and numeracy test at each time wave.

Cross-sectional and longitudinal analyses have found some promising results. Students in schools which implemented PBL were better behaved, liked and valued their school more, and had better interpersonal relationships. Research findings are being disseminated in journals of international repute and at national and international conferences. School reports were given to schools both for quantitative and qualitative results.



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