

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - SCOTTVILLE SS

DATE OF AUDIT: 27 OCTOBER 2014



Background:

Scottville SS is located in Collinsville, within the North Queensland education region. The school has a current enrolment of 60 students from Prep – Year 7. The Principal, Rowan Coffey, was appointed to the position in 2014.

Commendations:

- The Principal is driving a positive approach to managing student behaviour. The agenda is couched in terms of high standards and clear expectations of student behaviour and learning outcomes. Staff members work together in a mutually supportive manner and there is a strong sense of shared responsibility in maintaining a safe, caring and respectful learning environment.
- The school has established a small number of explicit behavioural expectations, *Be Safe, Be Responsible, Be Respectful* and *Be Committed to Learning* that are well known and widely promoted throughout the school.
- The *Behaviour Levels* provide clarity for students and staff members on what steps to take when rewarding appropriate behaviour and managing inappropriate behaviour.
- Students are well aware of the expectations and consequences of inappropriate behaviour.
- The Parents and Citizens' Association (P&C) express satisfaction with the operations of the school and are supportive of the transparent behaviour management processes used at the school.

Affirmations:

- The school has developed a school charter which aligns behavioural expectations to the school improvement agenda.
- Teaching staff acknowledge student engagement by monitoring behaviour on a *Classroom Ladder* behaviour and *Committed Learners* chart. These initiatives provide feedback to students.
- Staff members are working to improve their knowledge around the use of OneSchool in regards to recording behaviour incident details, as well as, monitoring attendance trends.
- The Principal regularly interrogates student behaviour data with staff members for major and ongoing behaviour incidents to identify behaviour trends and implement individual intervention strategies as required.
- A *Gotcha* reward system and *Pride in Learning* certificates have been introduced to reward positive behaviour and reinforce the focus on learning.
- Behavioural incidents at the school have significantly reduced over the past 12 months, with a strong focus on teaching and learning.
- Year 6 and 7 students participate in a weekly *Transition to Junior Secondary in 2015* program at the local high school.

Recommendations:

- Review the Responsible Behaviour Plan for Students (RBPS) to ensure it is reflective of the current processes and procedures in place for supporting a positive learning environment.
- Continue to use Schoolwide Positive Behaviour Support (SWPBS) in developing individualised learning behaviour support aligned to the four school rules for students with behavioural needs as part of Tier 2 implementation.
- Ensure that the differentiated behaviour management strategies that are in place are recorded in teacher planning.
- Continue to work with staff members to systematically interrogate attendance, achievement and behaviour data to develop learning behaviour plans and goals which meet the differentiated needs of cohorts and individual students.
- Explore the adoption of a *Wellbeing* program to further develop student social skills and mental wellbeing.
- Consider providing opportunities for students as playground leaders to further student engagement.
- Continue to forge productive and positive relationships with the school community.