

## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY - GLENELLA SS

**DATE OF AUDIT: 11 NOVEMBER 2014**



#### Background:

Glenella SS is located 7 kilometres from Mackay, within the Central Queensland education region. The P – 7 school has a current enrolment of approximately 160 students. The Principal, Cliff Powys, has been in the position since January 2014.

#### Commendations:

- The Principal and staff members are committed to the provision of a safe and supportive learning environment for all students.
- The school's behaviour expectations: *Always Be Safe, Always Be a Learner, Always Be Respectful* are reinforced to students through the implementation of a colour coded levelled behaviour card system. These expectations are known by parents, staff members and students.
- Students receive *Positive Recognition Cards* for displaying exemplary behaviour which are celebrated at weekly parades. These cards are also linked to a Rewards system
- Individual Behaviour Plans have been developed for students with behavioural needs as appropriate.
- Teaching staff take responsibility for managing behaviour within their classrooms and articulate they are well supported by school leaders
- Parents are supportive of the school's behaviour management processes, evidenced by results in the Department's recent School Opinion Survey (SOS) data.

#### Affirmations:

- The school has introduced a *Craft Club* which operates at lunchtime, as well as, a *Breakfast Top Up program*, with support from the school Chaplain.
- Years 6 and 7 students have been involved in a *Transitioning into Junior Secondary program*.
- The school has recently implemented a Behaviour Tracking Sheet accessible on the school's OnePortal site, as a communication tool for providing staff members' feedback on student behaviour levels.

#### Recommendations:

- Use the School wide Expectations Teaching matrix within the Responsible Behaviour Plan for Students (RBPS) to review the school wide rules. Develop signage that clearly defines the rules and discuss associated behaviours. Communicate these expectations to students at weekly parades and to parents through weekly/fortnightly newsletters.
- Consider the implementation of a *Social Skills Program* to ensure behavioural expectations are being consistently reinforced throughout the school.
- Review the anti-bullying policy to ensure it remains an effective strategy for students in dealing with conflict resolution. Consider developing supporting documentation to support this strategy.
- Encourage all teachers to tailor their classroom management strategies and behaviour management interventions to student needs, backgrounds and experiences aligned to school wide expectations.
- Ensure that the Professional Learning Plan provides opportunities for staff members to develop their knowledge and skillset around classroom management.
- Systematically gather and interrogate attendance, achievement and behaviour data to develop and review interventions to meet the differentiated needs of cohorts and individual students. Consider enacting a targeted attendance strategy aligned with the *Every Day Counts* initiative
- Continue to reinforce the high expectations of student behaviour across the school to maintain a focus on high levels of student engagement and academic achievement