

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – SLADE POINT SS

DATE OF AUDIT: 2-3 JUNE 2014



Background:

Slade Point SS is a provincial school located on the eastern beaches of Mackay in the Central Queensland education region. The school has a current enrolment of 226 students from Prep – Year 7, with 35 percent of students being Indigenous. The Principal, Rod Finney, was appointed to the position in 2013.

Commendations:

- The Principal is committed to finding ways of managing students' behaviour, and this is reflected in an eagerness to learn from research evidence, international experience and from other schools.
- The school is to be commended for implementing a range of proactive strategies to increase student attendance and engagement in school.
- The Chaplain has established partnerships with families, local businesses and community organisations with the express purpose of improving student engagement.
- The Principal views reliable and timely student behaviour data as essential to the development of a school wide behaviour plan.
- The school has four positively stated school rules including: *Care for Self*, *Care for Others*, *Care for School* and *Care for Learning*.

Affirmations:

- The Principal, key staff members and a parent representative are undertaking Tier 1 training in *Positive Behaviour for Learning* to establish and drive a whole school commitment to the development and maintenance of a positive learning culture.
- Student achievement, effort and behaviour are acknowledged through the token system on weekly assemblies.
- Years 6 and 7 students have been trained in *Peace Patrol* to assist younger students to play appropriately in break times. They have been trained to use the *Hi 5 Strategy* and organise group games to promote positive play.

Recommendations:

- Collaboratively develop a continuum of proactive, evidence based interventions to respond effectively to inappropriate student behaviour, extending from the least intrusive corrective feedback, to the most intrusive referral to the office. Ensure that the class process aligned to this is simple, consistent and embedded in practice for a clear and common understanding.
- Review the Responsible Behaviour Plan for Students (RBPS) to accurately reflect Positive Behaviour for Learning as the evidence and research base for the school's approach to developing and maintaining positive learning engagement for all students.
- Provide teachers and teacher aides with professional development in Essential Skills for Classroom Management and Active Supervision to establish consistent processes across the school.
- Build teaching staff's data literacy skills to collect, analyse, interpret and act on student data in order to frequently and independently support students in terms of their effort, behaviour and learning.
- Review the pedagogical framework to include higher order thinking practices that will assist in the reflection and differentiation for individual and class engagement. This will further engage and enhance the performance of higher achieving students.
- Develop a suite of whole school micro-lessons to support the consistent, explicit teaching of the school rules and expected student behaviours. Ensure the lesson schedule enables emerging behaviour trends from data analysis and address these through the delivery of focused lessons.