

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - TULLY SS

DATE OF AUDIT: 22 MAY 2014



Background:

Tully SS is located 140 kilometres south of Cairns in the Far North Queensland education region. The school has been offering learning opportunities to the community since 1891 and currently has an enrolment of 298 students in Prep – Year 7. The Principal, Jennifer Sloane, was appointed in 2009.

Commendations:

- The Principal and school leaders are driving an explicit behaviour improvement agenda through the enactment of key strategies in the Annual Implementation Plan.
- There is a respectful and caring nature of relationships that is evident between all stakeholders. This is reflected in the positive way in which staff members, students and parents interact.
- The school has a small number of positively stated school rules that are evident in the behaviour of most students. Teachers have developed class expectations aligned with these rules.
- Appropriate student behaviour is positively reinforced through the implementation of the *Busted Being Awesome* system. This whole school approach is complimented by class reinforcement systems that are tailored to the age and motivation of students.
- Teachers are making consistent judgments on student behaviour standards through the use of an A-E Behaviour and Effort matrix that is aligned with the school's *5 Levels of Behaviour*.
- Students are supported to reflect and receive feedback on their behaviour through regular *Class Meetings*. Parents are kept informed of their child's behaviour progress through *Data Books*.
- Teachers reflect on their behaviour support practices through *Classroom Profiling*, formal classroom observations and *Walkthroughs* that are aligned with individual Developing Performance Plans.

Affirmations:

- The school has introduced *Positive Behaviour for Learning* based on Schoolwide Positive Behaviour Support (SWPBS).
- Student engagement with the school rules has increased through the introduction of the *Traffic Light* system. This system has lifted the visibility of the rules and provided a common language amongst staff members, students and parents in supporting student behaviour.
- Staff members' training in OneSchool behaviour incident recording and reporting has improved the consistency of data entry and provided definitions for minor and major behaviours.
- The behaviour of targeted students with disabilities is supported through the implementation of *Individual Behaviour Support Plans* aligned with the *Essential Skills for Classroom Management*.
- Teachers in the *Special Education Program* are using the OneSchool dashboard to analyse cohort, class and individual student behaviour trends and to implement targeted intervention strategies.
- Students who frequently exhibit inappropriate behaviours are supported to better regulate their behaviour through a range of support and monitoring strategies. Formalising this process through the enactment of *Individual Behaviour Support Plans* will ensure alignment of support mechanisms.

Recommendations:

- Extend the *Positive Behaviour for Learning* committee to include teacher aides and parents.
- Further embed the explicit teaching of the school rules into daily class routines and structures. Continue to develop a set of whole school micro-lessons and associated resources to support the consistent explicit teaching of the school rules and expected behaviours.
- Enter positive behaviour incidents into OneSchool.
- Implement a communication strategy to ensure parents and the community are well informed on the school's *Positive Behaviour for Learning* journey and new and refined processes. Enhance the capacity of families to manage behaviours in the home through parent information sessions and programs.
- Revisit the *5 level* consequence set to build staff members' understanding and consistency of practice. Develop a clear visual representation of the consequences for inappropriate behaviour for use with students and parents. Display in all learning environments and include in school documents.
- Develop a school wide system for the consistent analysis of behaviour data. Further utilise the OneSchool dashboard to access school, school phase and year level behaviour data. Use data to identify behaviour trends and monitor the effectiveness of intervention strategies.