



## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY- GLENNIE HEIGHTS SS

**DATE OF AUDIT: 4 NOVEMBER 2013**

#### Background:

Glennie Heights SS is located in the regional centre of Warwick. The school is staffed with a Principal and seven teachers, catering for 156 students from Prep to Year7.. The Principal, Mr Paul O'Mara, was appointed to the school at the beginning of 2012.

#### Commendations:

- During 2013, the Principal led a consultative process with parents, staff members and students resulting in the documentation of a comprehensive Responsible Behaviour Plan for Students (RBPS). All stakeholders have been made aware and support the processes for rewarding positive behaviour, reporting behaviour incidents, and applying disciplinary support and consequences.
- The Principal and other school leaders clearly articulate their belief that reliable student behaviour data is crucial to achieving a safe, supportive and disciplined learning environment. There are significant examples of how data is used to optimise organisational arrangements resulting in improved behavioural and student learning outcomes.
- The school's data plan includes a requirement for details of behaviour, both positive and inappropriate, to be entered into OneSchool. Teachers then use this data to award *Keys for Success* awards at weekly parades.
- The school behaviour expectations, *Be Safe, Be Responsible, Be Respectful*, are visible throughout the school, known by all staff members and students, and form a basis for all behavioural conversations (both positive and inappropriate).
- The Principal is to be commended for driving the explicit *You Can Do It!* (YCDI!) agenda focused on improving student learning engagement and outcomes. The January YCDI! professional learning session for all staff members and the resultant tightening of school protocols and processes has ensured that all staff members confidently follow the agreed processes.

#### Affirmations:

- The colour-coded card system for immediate student feedback on their behaviour choices in all settings has made a significant impact on individual students owning their behaviour.
- The school website provides parents and community members with clear understanding of the school's behaviour expectations and the continuum of support available.
- The visiting behaviour management teacher is providing a wide range of support programs to individual students and their families.
- The school is working closely with local government departments and community agencies to maintain student wellbeing and resolve issues that impede student attendance at school.
- The school is working towards the appointment of a Chaplain to support the range of student issues that impact on student learning engagement.

#### Recommendations:

- Encourage all staff members to record incidents of positive behaviour and outstanding student achievements into OneSchool.
- Continue the explicit teaching of YCDI! behavioural expectations in class and on parade. Continue to include information in the newsletter.
- Develop the skills of parents by delivering high quality evidence based training and information on effective behaviour strategies.
- Continue to regularly review the extensive local and OneSchool behaviour database to identify strategies that are effective or ineffective in managing the behaviours of individual students. Apply these strategies in a differentiated manner to assist both teachers and students to create an optimum learning environment.
- Continue to provide regular whole staff professional development, to ensure that behaviour processes are consistently applied across the school.