

## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY - JUNDAH SS

**DATE OF AUDIT: 21 OCTOBER 2014**



#### Background:

Jundah SS is situated 217 kilometres south-west of Longreach, within the Central Queensland education region and has a current student enrolment of 10. The school is a member of the Coalition of Western Small Schools (COWWS), which is a cluster of small Band 5 schools in the Longreach Area. The Principal, Juanita Reid, has been acting in the position since January 2014.

#### Commendations:

- The Principal and staff members have accepted personal responsibility for ensuring a safe and supportive learning environment.
- There is a strong family feel to the school and positive, respectful and caring relationships across all members of the school community are evident. A very positive, calm and friendly tone and culture is also evident.
- Each student has an individual learning plan which includes a personal development and wellbeing goal. These plans are reviewed and revised at least once a term.
- The school closely monitors individual and whole school attendance data. With the strong focus on creating a positive and interesting learning environment, and the encouraging communications between the Principal and families, student attendance is currently at 93 percent.
- There has been a strong focus on establishing clear routines for learning in order to ensure consistency of practice between teaching staff to heighten and strengthen student engagement.

#### Affirmations:

- Parents are supportive of the school and work closely with the Principal in developing appropriate individual support strategies and intervention.
- There is an attractive physical environment conducive to learning. Students and staff members express high levels of pride in the school.
- The three school expectations of *Be Safe*, *Be Responsible* and *Be Respectful* are known by students and staff members.
- The whole of school rewards system is linked to the three behaviour expectations.
- The *You Can Do It!* program has been used as the basis for explicit teaching to support students' personal development, wellbeing and features in students' individual learning plans.

#### Recommendations:

- Review the Responsible Behaviour Plan for Students (RBPS) as soon as possible to ensure that it reflects current school practices and aligns with specific research and evidence.
- Ensure that a small number of positively stated school wide expectations and appropriate behaviours are clearly defined. Display these throughout the school and in school communications to ensure that these expectations are explicitly taught in a systematic manner.
- Develop a clear continuum of inappropriate behaviour consequences outlining the variety of strategies used to support student behaviour. Display the consequences in all learning environments, communicate it clearly to students and parents and ensure that the implementation from staff members is consistent.
- Continue the development of a matrix that clearly describes the requirements and guides teaching staff decisions about standards of behaviour and effort on report cards.
- Ensure there are clear school protocols for the recording of parent contacts, as well as, the entering of positive and inappropriate behaviour incidents in One School, and that they are consistently implemented by all staff members.
- Consider adding behaviour management professional development to the school Professional Development Plan. Include teacher aides in professional development opportunities where appropriate.
- Review the school Data Plan to ensure that there is regular school wide analysis and discussion of systematically collected data on student behaviour and attendance.