

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - EIMEO ROAD SS

DATE OF AUDIT: 23-24 JUNE 2014



Background:

Eimeo Road SS is a provincial school located in the northern suburbs of Mackay in the Central Queensland education region. The school has current enrolment of approximately 954 students. The Principal, Mary Orchard, was appointed to the school in 2010.

Commendations:

- Staff members are committed to the provision of a safe and supportive school environment. Respectful and caring relationships are evident between all stakeholders and this is reflected in the positive way in which staff members, students and parents interact.
- The school has implemented and embedded most elements of Schoolwide Positive Behaviour Support (SWPBS) Tier 1 and some elements of SWPBS Tier 2.
- The school has a small number of positively stated school wide expectations that are clearly defined and evident in practice. These expectations are visible throughout the school environment, continually communicated and are evident in the behaviour of most students.
- Appropriate student behaviour is positively reinforced through the implementation of whole school and classroom reward systems. These systems recognise individual, group and whole class positive behaviours on a daily, weekly and term basis and are celebrated on assembly and in newsletters.
- Staff members are frequently recording incidents of positive behaviour in OneSchool.
- Students who exhibit inappropriate behaviours are supported to better regulate their behaviour through a range of internal and external support mechanisms.
- School leaders and specialist staff actively seek ways to build the capacity of parents through individual support, parenting programs and partnerships with government agencies and community organisations.

Affirmations:

- Commitment to SWPBS is evident through staff members' and parent representation on the SWPBS Committee.
- Targeted behaviours are taught each fortnight through the *Learning Arithmetic Behaviour* (LAB) focus. Teachers are provided with lessons to support the delivery of these micro-lessons.
- A continuum of whole school consequences for inappropriate student behaviour exists. Each teacher has developed classroom consequences that are aligned with the whole school system.
- Minor and major behaviours have been clearly defined in the *Minor and Major Behaviours and Consequences Guidelines booklet*.
- The school is providing additional scaffolding for targeted students through the *Peaceful Playground Project* during breaks and a *Check In Check Out* behaviour monitoring and feedback system.
- Most students are receiving regular feedback on their behaviour through a simple rating system in each student's *Communication Diary*.

Recommendations:

- Formalise the explicit behaviour improvement agenda through the development of a 2014 SWPBS action plan. Communicate key elements of the plan with all staff members and parents.
- Conduct and analyse 2014 SWPBS Effective Behaviour Support (EBS) and Schoolwide Evaluation Tool (SET) data to identify elements of Tier 1 SWPBS that are not fully implemented.
- Review the explicit teaching of the school rules and LAB behaviours to ensure consistency of practice.
- Develop a positive and negative consequences diagram outlining the continuum of strategies used to support student behaviour. Display in all learning environments and induct students and parents in its use through assemblies, newsletters and school documents.
- Extend OneSchool data analysis to include whole school, cohort and year level dashboard audits. Utilise data to identify behaviour trends and to monitor the effectiveness of intervention strategies.
- Develop an A-E Effort and Behaviour guide to making judgement to enhance the consistency of teacher judgements in the reporting process.
- Continue to build the capacity of staff members to support student behaviour through targeted professional development aligned with Developing Performance Plans including the Essential Skills for Classroom Management, Active Supervision and Classroom Profiling.