

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - CAMOOWEAL SS

DATE OF AUDIT: 8 SEPTEMBER 2014



Background:

Camooweal SS was opened in 1893 and is located approximately 13 kilometres east of the Northern Territory border, within the North Queensland education region. The school has a current enrolment of approximately 33 students. Current Principal, Melissa O'Neill, was appointed to the acting position in 2014.

Commendations:

- The school rules: *Be Safe, Be Respectful, Be a Learner*, are known by staff members, students and a number of community members.
- Staff members describe the improved levels of behaviour and the increased, settled, learning environment that has occurred in recent times.
- The Responsible Behaviour Plan for Students (RBPS) has recently been reviewed by staff and community members to ensure it reflects current practice.
- Teaching staff are resilient and work hard to address complex behavioural concerns with resilience and empathy.

Affirmations:

- The *Enrichment Program* is used to provide a school based Pre-School program. This occurs four mornings a week and is accessed by a number of children and parents. This initiative is a great spring board to schooling.
- Secondary School and district office representatives have visited the school community and spoken with Years 6 and 7 students and parents. Visits to the secondary school to assist student readiness for Junior Secondary will occur in Term 4.
- There are examples of rewards and inappropriate behaviours that have been added to OneSchool by the Principal.
- Behaviour plans have been implemented for students returning from a Student Disciplinary Absence (SDA).
- Staff members monitor student behaviour through a class based *Rainbow Chart*. Students begin each day at the *Ready to Learn* level and can be moved up to *Good; Great; Outstanding*, or moved down to *Think About it; Consequence* depending on individual student behaviour.

Recommendations:

- Review the whole school approach to behaviour management. Formally adopt an evidence based, researched approach.
- Provide staff members with professional development opportunities around behaviour management ensuring that these make up part of the school's Professional Learning Plan and staff members' Performance Development Plans (PDP).
- Build on the data collection around behaviour that has recently begun. Hold standalone data meetings to review data, ensuring that minutes of these meetings are recorded.
- Introduce an A-E matrix for both Behaviour and Effort to help guide teacher judgement when reporting on student achievement to parents. A moderation process around this matrix will provide consistency of practice.
- Formalise, document and timetable the delivery of the explicit teaching of expected behaviours. This documentation will provide a platform for consistency across the school in terms of a clear understanding of expected behaviours.
- Establish processes whereby the Principal formally observes lessons so that feedback can be given to teachers regarding behaviour management and the implementation of the school's pedagogical framework, with a view to ensuring that all students are engaged in quality learning every day.
- Continue to involve the community, and especially the School Attendance Officers (SAOs) in improving attendance.
- Continue to work with parents and families and explore ways in which parents can engage with professionals with the objective of improving parenting skills where appropriate.
- Invest in effective signage to ensure that school wide expectations are highly visible throughout the school environment.