

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY – STANTHORPE SS

### DATE OF AUDIT: 21 OCTOBER 2014



#### Background:

Stanthorpe SS is located approximately 220 kilometres south west of Brisbane, within the Darling Downs South West education region. The Prep – Year 7 school provides education programs for a current enrolment of approximately 338 students. The Principal, Jo-Anne Pozzi, was appointed to the position in 2012.

#### Commendations:

- The Principal, Leadership Team and Schoolwide Positive Behaviour Support (SWPBS) committee are driving an explicit, detailed and positive approach to managing student behaviour. This agenda is couched in terms of high standards, clear expectations of student behaviour and a consistent approach to the processes of recording and monitoring data.
- The implementation of the whole of school approach to managing student behaviour has resulted in a significant cultural reform at the school. Parents, students and staff members all clearly articulated that student behaviour has improved substantially over the past two years.
- The school has a functioning SWPBS committee which is leading the behaviour improvement agenda with enthusiasm and fidelity.
- There is consistency of practice and a commitment by teaching staff to the explicit teaching of appropriate behaviour. The weekly lesson plans and supporting resources are based on the school's expectations and are informed by the regular analysis of data. The commitment from staff members is due to their involvement in the design and review of the teaching matrix and school procedures
- Minor and major behaviour incidents have been clearly articulated in alignment with the four school wide expectations for behaviour.

#### Affirmations:

- The school has developed a set of positively stated school wide expectations which are well known by students and enacted in classrooms.
- There is a strong sense of wellbeing at the school among staff members and students, with the students speaking fondly of a caring school and teachers. Staff members indicated that they felt well supported by the Leadership Team in regards to disruptive behaviour being managed promptly.
- The school environment, especially the classrooms, is attractive and stimulating with teaching staff working hard to display quality student work around the school.
- The school website and newsletters are informative and are used to communicate relevant information including the weekly SWPBS focus.
- All staff members have been involved in professional development to ensure that SWPBS is implemented consistently across the school.
- The Junior Secondary Action Plan includes opportunities for a successful Year 6 and 7 transition into secondary school. These include participation in the Granite Belt Community of State Schools Cluster project, transition days and information sessions for parents and students.

#### Recommendations:

- Continue to build classroom teachers' data literacy skills to collect, analyse, interpret and act on student data through a OneSchool dashboard audit in order to frequently and independently support students in terms of their attendance, behaviour and learning.
- Consider increasing the visibility of the school expectations for behaviour outside of the classroom.
- Develop a whole school multidisciplinary approach to supporting students, and the families of students, who display more challenging behaviours.
- Continue to enhance teachers' skills by engaging all teaching staff in the Essential Skills for Classroom Management to maintain high levels of student engagement and high expectations for student behaviour.
- Continue to seek opportunities to engage parents in the review of policies and practices within the school, with a view to enhancing the ownership and pride that parents have in the school.