

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – YEPPON SS

DATE OF AUDIT: 12-13 NOVEMBER 2014



Background:

Yeppoon SS is located 40 kilometres north east of Rockhampton in the Central Queensland education region. The school has an enrolment of 370 students from Prep – Year 7 from diverse demographic backgrounds. The Principal, Christine Wilson, was appointed to the position in May 2014.

Commendations:

- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. There is an optimistic outlook from staff members and the community for the positive developments in the learning environment and future continued improvement of student outcomes.
- Students and parents speak of the teaching and support staff as being highly dedicated, caring and focused on the wellbeing of each individual.
- The school has a well-known approach to student social skills and interpersonal interaction entitled *Be a Bucket Filler*, which is understood and embraced by the school community.
- The Student Development Group coordinates a case management approach to individual student needs accessing a range of specialist support personnel and programs.

Affirmations:

- The school is currently reviewing the Responsible Behaviour Plan for Students (RBPS) and is consulting with parents in developments and approaches to strengthen the culture for learning.
- The school positively recognises appropriate behaviours and achievement through Bronze and Silver awards, *Bucket Filler* recognition and weekly class awards which are highlighted on school assembly and in the newsletter.
- The school has worked with the local high school in preparing students for Junior Secondary.
- The school has established a *Green Room*, calm down and withdrawal space, as a strategy in supporting students with challenging behaviours. The consistent application of the strategy is showing positive outcomes for individual students and the classroom learning environment.

Recommendations:

- Review, identify and clarify, in consultation with staff and community members, the positively stated values/rules which will best guide the preferred future culture of the school. Rigorously communicate these to ensure a school and community-wide understanding and shared commitment.
- Utilise the current review of the RPBS to capture and document recent positive developments and set clear processes and strategies for achieving the desired learning environment. Support the implementation with strategically targeted and ongoing professional development.
- Identify and consistently implement a consistent classroom, behaviour management flowchart for all classrooms. Furthermore, consider a process of daily self-monitoring, reflection and feedback with students as a key component in the learning associated with the classroom flowchart.
- Consolidate, systemise and communicate the positive rewards and recognition procedures in order to reinforce and promote the desired learning environment and reinforce high standards.
- Further develop school wide understanding and consistent application of whole school processes for the use of OneSchool including documentation of records of contact, behaviour incidents and positive behaviour. Build staff members' capacity to utilise the OneSchool dashboard to analyse and monitor their class data.
- Review the school's Data Plan to include regular cycles of review and discussion of systematically collected data on student behaviour and attendance in order to monitor continuous improvement.
- Continue to prioritise and promote the importance of school attendance as essential for successful learning and key to achieving the school's improvement agenda. Investigate best practice to identify multiple strategies to engage stakeholders and to achieve a widely communicated school target.
- Develop a common understanding and an associated matrix of descriptors for what constitutes high standards and clear expectations for awarding A to E Behaviour and Effort ratings for use in reporting.