

DISCIPLINE AUDIT

EXECUTIVE SUMMARY- CALLIOPE SS

DATE OF AUDIT: 28-29 AUGUST 2013



Background:

Calliope SS is located west of Gladstone. The school is a School Wide Positive Behaviour (SWPBS) school with an enrolment of 486 students. Current Principal, Marni Morrison, was appointed to the school in 2008.

Commendations:

- The Principal and SWPBS team are driving an explicit, detailed and positive approach to managing student behaviour. This agenda focuses on high standards and clear expectations of student behaviour.
- The SWPBS team regularly review behavioural data and discuss organisational implications. Data is also used to identify focus behaviours for weekly skills lessons. Staff members support the team by entering positive and inappropriate behaviour into OneSchool using agreed protocols.
- The school rules: Safe, Respectful and Responsible, are highly visible throughout the school and regularly communicated through newsletters, weekly parades and staff briefings.
- Expected school behaviour is acknowledged through positive reinforcements: Cool Kid stamps, Cool Coins, Nominate a Peer and Cool Kid Certificates. These rewards provide students with feedback for engaging in expected school behaviour. Cool kid stamps accumulate points resulting in a Friday Rewards Day held every three weeks to reward positive behaviour. All staff members including school bus drivers are provided with Cool Coins for distribution to students in non classroom settings.
- The Principal's Parade held at the end of each term, showcases learning and recognises students who have been safe, respectful and responsible. The school promotes 100 percent attendance and 100 percent attendance for a term is acknowledged through reward and a letter of recognition.
- Clarity about how students are expected to behave is enhanced through weekly SWPBS lessons. Focus topics are introduced at weekly parades and communicated to parents through newsletter updates.
- Parents are supportive of the behaviour management processes used at the school.
- High expectations are evident in the behaviour of students.

Affirmations:

- The Talk-Walk-Squawk bully prevention strategy is well known by staff members, students and parents.
- The Chaplain facilitates a number of supportive intervention programs, including Values Integrated Through Adventure Based Learning (VITAL), Fun Friends and Poppies.
- All teaching staff members have been trained in using the Essential Skills for Classroom Management (ESCM). Classroom posters have been created and regular skill updates are provided at weekly staff meetings.
- A variety of clubs operate during playbreaks, including a sewing club, card making and photography club. These clubs are used to encourage positive participation at lunchtime.
- Strong procedures are in place that support a consistent and shared responsibility for student management. Major-Minor behaviours placemat, duty procedures, behaviour reflection room and signage are examples of this.

Recommendations:

- Encourage all teachers to tailor their classroom management strategies and behaviour management interventions to student needs, backgrounds and experiences.
- Consider ways of individualising learning behaviour support and providing timely feedback to guide student learning behaviour.
- Continue to collect and record data using agreed procedures and protocols. Consider using OneSchool classroom dashboard to analyse student behaviour, attendance and achievement data, at student and systems level, to evaluate the effectiveness of behaviour management strategies and enhance student learning.
- Consider implementing a collegial coaching program to provide feedback on the implementation of ESCM. The Classroom Profiling or the school based Teacher Capability and Practice process are additional ways of supporting teachers to reflect upon effective classroom management skills.
- Consider developing a moderation process around behaviour and effort ratings to ensure whole school consistency of teacher judgments.