

## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY- AUGUSTA SS

**DATE OF AUDIT: 14-15 OCTOBER 2013**



#### Background:

Augusta SS is a Prep - Year 7 Metropolitan school, located in the south-eastern suburbs of Ipswich. The school has a current enrolment of 470 students, including 40 students with disabilities. The Principal, Ms Tamara Swane, was the inaugural Principal appointed to the school from the beginning of the 2011 school year.

#### Commendations:

- The Principal and school leadership team have established and are driving an explicit, detailed and positive approach to managing student learning behaviour. The school's approach is based on William Glasser's Choice Theory and all staff members use the agreed consistent language and processes. The consistent language is also embedded in use by parents and students to support student engagement with learning.
- The Principal and other school leaders demonstrate a very strong conviction that student engagement is a key to improved student learning and have clear expectations for the type of evidenced based behaviour support strategies and interventions they wish to see occurring across the school.
- The school behaviour expectations of *I am Safe, I am Responsible, I am Respectful, I am the best Me I can be*, have embedded school wide high expectations of responsible student behaviour, resulting in a strong platform for effective teaching and positive learning engagement.
- Behaviour expectation posters and process charts are highly visible throughout the school, known by all staff members, parents and students and are continually communicated in a variety of ways and are evident in the behaviour of students.
- The school is to be commended for the extensive range of positive behaviour strategies in place and the reflective and ongoing use of behaviour data, which is used to adjust school processes.

#### Affirmations:

- Staff members are routinely recording positive and inappropriate behavior incidents in OneSchool. School leaders write postcards linked to the *Rising Star With a Plan, Shining Star and Superstar* and record these in OneSchool.
- The Principal and other school leaders make a deliberate connection between positive student learning engagement and effective differentiated behaviour support and teaching in staff meetings.
- The school's positive learning behaviour language is known by the wider school community and local businesses. Parents report that local shop personnel check-in with students on how their learning and behaviour goals are going.
- The Principal and other school leaders routinely analyse student behaviour, attendance and academic data to monitor student learning. Communication and follow up with class teachers, parents and individual students is ongoing.

#### Recommendations:

- Document and timetable a systematic process, led by the Principal, of the regular analysis of student behaviour, attendance and achievement data at student and systems level, to evaluate the implementation and effectiveness of the school's behaviour plan and all interventions to inform decision making.
- Continue to develop sustainable protocols and processes for teachers to record positive behaviour in OneSchool. This data will inform teacher reflection on the effectiveness of differentiation strategies for individual student learning as well as inform A-E reporting in behaviour.
- Continue to provide opportunities for parents to participate in high quality evidence based training, ongoing information on effective behaviour strategies and access to a range of government and community agency parenting courses.
- Continue to differentiate behavioural support strategies for the diverse needs of individual students to reflect the documented expectations and signage identified in the school's Responsible Behaviour Plan for Students.