

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - CHILLAGOE SS

DATE OF AUDIT: 31 MARCH 2014



Background:

Chillagoe SS was opened in 1902 and is located in the Far North Queensland education region, with a current enrolment of approximately 29 students. Current Principal, Ms Gaye Lovelock, was appointed to the position in 2014.

Commendations:

- The school wide expectations of, *Be Safe, Be a Learner, Be Respectful* are known by staff members, students and parents.
- The tone of the school reflects the commitment of the teachers to creating a learning culture conducive to effective teaching and learning and there is evidence of improved results for most students.
- Students are proud to be at the school and note there are minimal disruptions to their learning and that teachers are quick to deal with inappropriate behaviours.
- Students describe their work as interesting and challenging and they enjoy the classroom. A significant reason for this attitude on the part of students is that there is a large focus on differentiation by the teachers. Students who are in need of support are receiving focussed support via scaffolding and more able students are challenged to achieve higher results.
- The Principal has accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment and demonstrate a strong conviction to improved student learning.
- The school has initiated a weekly *Pre-Prep Program* and use *Families as First Teachers* (FAFT) to better assist students and their families prepare for schooling.

Affirmations:

- The school uses the *Traffic Light* system to manage behaviour at the school. Students can identify what happens at each step of this system.
- Teachers at the school engage in professional development on behaviour management, this training is recorded in the school's Professional Learning Plan. Staff members will be trained in the *Essential Skills to Classroom Management* (ESCM) later this year.
- The school has implemented an attendance policy. The rigorous actioning of this policy will ensure high attendance rates.
- Each teacher has tailored a classroom reward system that is suited to their year level. Students talk positively about the reward process in their classroom.
- Traditionally, senior students at the school go to boarding school, or move away from the area to access a secondary school option. The Principal has begun discussions regarding putting processes in place to assist students and their families prepare for Junior Secondary.

Recommendations:

- Formalise a process that provides opportunities to regularly and formally review data captured through both the current school reward and discipline processes. Add this gathering and reviewing of data to the school data plan and ensure meeting minutes are recorded.
- Explore opportunities for parents to participate, or access training or information on behavioural support and/or positive parenting strategies.
- Implement formalised standards for reporting A-E expectations for both behaviour and effort to ensure consistency when reporting on student achievement to parents. Establish a process for formalised, rigorous, whole school moderation of these standards.
- Formalise and document the delivery of the explicit teaching of expected behaviours, ensuring that the delivery of the set behaviour lessons is timetabled. This documentation will provide a platform for consistency across the school in terms of a clear understanding of expected behaviours in times of staff turnover.
- Build on the initiatives the school has recently put in place to create greater community participation and communication. Actions so far have been positively received by the whole school community.