

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – DECEPTION BAY SS

DATE OF AUDIT: 11-12 JUNE 2014



Background:

Deception Bay SS is located approximately 35 minutes north of Brisbane next to the Redcliffe Peninsula in the North Coast education region. The school has a current enrolment of approximately 367 students, fifteen per cent of which have a recognised learning disability. The Principal, Lorna Cogle, commenced at the school in 2008.

Commendations:

- The Principal and Leadership Team are driving a positive approach to managing students' behaviour. This agenda is couched in terms of high standards and expectations of student behaviour and learning outcomes.
- Students and staff members are able to recall and expand the *D Bay 3* behaviour expectations of: *Care (Care for yourself and others)*, *Do (Do the right thing)*, *Speak (Speak kindly)*.
- There is a strong sense of wellbeing at the school among staff members and students. Parents, students and staff members speak fondly of a caring school and caring teachers
- The high level engagement with outside agencies and organisations is enhancing parents and community links with the school.
- The Leadership Team has a deliberate intent and process to increase attendance. This process is very clear and is actioned in each classroom.
- Students, teachers and parents express a very high degree of support from the Leadership Team.

Affirmations:

- Most teachers are using a range of proactive reward systems at the classroom level to affirm positive behaviour and effort.
- The school is working with the local high school to discuss pedagogy and undertake shared professional learning to support Years 6 and 7 students in the transition to Junior Secondary. Class teachers are providing timetabled specialist lessons.
- Parents speak highly about how the Principal and staff members manage and respond to behaviour.

Recommendations:

- Ensure an agreed school wide process of acknowledging student behaviour choices, for immediate feedback in the classroom, is consistent and embedded in each and every classroom.
- Embed the weekly lesson plans to ensure consistency of practice and a commitment by all teachers to the explicit teaching of appropriate behaviour.
- Continue to build classroom teachers' data literacy to collect, analyse, interpret and act on student data, in order to frequently and independently support students in terms of their attendance, behaviour and learning.
- Continue to develop criteria for making judgments about A-E Behaviour and Effort standards for consistency during moderation.
- Continue to develop processes to closely monitor attendance and routinely engage with families to increase student attendance and engagement in learning.
- Ensure there is a clear process for entering minor, major and positive data in OneSchool for a balanced data capture set.
- Review the expectations so that the processes in the classroom are simple, consistent and embedded in practice for a clear and common understanding by all. An immediate feedback culture will enhance student engagement.
- Enlist parent and teacher aide representatives for engagement in the Schoolwide Positive Behaviour Support (SWPBS) Committee.