

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - OAKENDEN SS

DATE OF AUDIT: 24 MARCH 2014



Background:

Oakenden SS is situated in a rural setting of the Central Queensland education region. The school has served the community since 1910 and has a current enrolment of 13 students. The acting Principal, Ms Helen Hinder, was appointed at the beginning of 2014.

Commendations:

- The Principal and staff members have developed a safe, respectful, inclusive learning environment based on core values, which are evident in the behaviour of students.
- Teachers take personal responsibility for maintaining the tone of the school and engaging students in productive learning.
- Despite having very few behavioural problems, the school's Responsible Behaviour Plan for Students (RBPS) and school rules were reviewed 18 months ago to ensure its effectiveness.
- Students and parents were offered the opportunity for input into the development of the new school rules. Students and staff members have a greater understanding of the rules as a result of this involvement.
- There is a very individualised approach to behaviour management which is invoked by teachers as a debriefing strategy with students in order to help them reflect on behaviours in a timely manner.

Affirmations:

- Parents and staff members are very supportive of the school's approach to behaviour management and the discipline standards at the school.
- Students receive feedback from teachers on their learning and behaviour on a regular basis.
- Older students are very supportive of their younger peers and help resolve issues in the playground.

Recommendations:

- Develop and implement a school wide approach to the explicit teaching of the school rules and their underlying values. This needs to be supported by a suite of support materials, catering to a diverse range of students.
- Continue to tightly align school wide reinforcement strategies with school expectations and the whole-school reward system.
- Formalise the process for supporting students who exhibit inappropriate behaviours through the development of a support flowchart that clearly identifies triggers for support. Consider introducing *Individual Behaviour Support Planning* programs.
- Consider the introduction of an *Effort and Behaviour Matrix* to enhance the consistency of teacher judgments in the reporting process for student behaviour and effort.
- Continue to develop procedures and protocols for entering positive and inappropriate behaviour on OneSchool. This data should be discussed with parents and staff members on a regular basis.
- Continue to develop the skills of parents by delivering high quality evidence based training and information on effective behaviour management to support the work of the school.
- Consider the introduction of behavioural goals as part of the RBPS. The use of goal setting can guide and monitor individual learning needs.
- Renew a working relationship with Mackay SHS to aid the planning and preparation for the transition to Junior Secondary.
- Ensure that behaviour management is included in the Performance Development plan for all teachers every year.