



DISCIPLINE AUDIT

EXECUTIVE SUMMARY – COOWONGA SS

DATE OF AUDIT: 7 OCTOBER 2014

Background:

Coowonga SS was opened in 1887 and is located approximately 30 kilometres from Rockhampton, within the Central Queensland education region. The school has a current enrolment of approximately 25 students. Current Acting Principal, Fiona Connor, was appointed to the position in Term 3, 2014.

Commendations:

- The school wide rules: *Be Respectful, Be Responsible, Be Safe*, are visible throughout the school and known by staff members, students and parents.
- The Principal and school team are well respected and regarded amongst the school and wider community. This is reflected in the high level of parent and student satisfaction achieved in the Department's annual School Opinion Survey (SOS) data.
- There are minimal behavioural incidents at the school and a strong focus on teaching and learning. This is reflected in significant long term academic improvement data on NAPLAN assessment in students achieving National Minimum Standards (NMS).
- Students displaying inappropriate behaviour are asked the five *Responsible Thinking Program* (RTP) questions: *What are you doing?, What should you be doing?, What happens when you break the rules?, Is this what you want to happen?, Where do you want to be?, What will happen if you disrupt again?*
- Student leaders describe the high level of playground monitoring and support provided by staff members during lunch breaks.

Affirmations:

- Parents and Citizens' Association (P&C) representatives describe the opportunities provided to them in developing the *Responsible Choices Plan for Students* (RCPS).
- The school has adopted *Perceptual Control Theory* (PCT) as the basis for behaviour management of students.
- There are a number of *Responsible Thinking Plan* templates that students may be required to fill in and behaviour goals are highlighted during this process. Students are required to reach six coloured smiley faces to achieve this improvement goal.
- Teachers and Teacher Aides record positive and inappropriate behaviours in OneSchool.
- Students receive *Trophy* tickets as reward for positive behaviour during learning time and a *Prize Box* selection after receiving 25 tickets. *Gotcha* tickets are the reward system for play times.
- Individual Behaviour Management Plans are in place for a number of students to ensure they receive the differentiated support required for successful learning.

Recommendations:

- Continue to promote attendance as a necessity to successful learning throughout the school and wider community. Provide parents with regular feedback on their child's attendance with individual and whole school attendance targets to be regularly monitored and reviewed.
- Provide opportunities for parents to participate in training/information on behavioural support and positive parenting strategies.
- Continue to review and update the RCPS to ensure it reflects the current behaviour processes that are in place.
- Formalise a process that provides opportunities to regularly review the data captured through the school's reward and discipline processes and OneSchool data capture. Add this gathering and reviewing of data to a school data plan.
- Implement an A- E Effort and Behaviour matrix, that is school specific, to assist teacher judgement when producing semester reports. A moderation process around this matrix will provide even higher levels of reporting accuracy.
- Ensure that the Professional Learning Plan (PLP) includes arrangements for teachers to develop their knowledge and skills in managing student behaviour.