

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - GARBUTT SS

DATE OF AUDIT: 12 JUNE 2014



Background:

Garbutt SS is located close to Townsville airport in the North Queensland education region. The school has a current enrolment of approximately 151 students. The Acting Principal, Helen McCullough, was appointed to the school in April 2014.

Commendations:

- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground. These visible and continually communicated expectations are evident in the behaviour of many students.
- A renewed focus on Schoolwide Positive Behaviour Support (SWPBS) has commenced and the school's *Chaplaincy Program* enhances the supportive school environment.
- SWPBS has been instrumental in formalising student behaviour centred on the three rules of: *Be Responsible, Be Respectful and Be Safe*.
- The school's Behaviour Management teacher, Indigenous Support teacher and numerous curriculum coaches add to the complexity of staffing working towards improved learning outcomes for students.
- The school Leadership Team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring that inappropriate behaviour is dealt with promptly and in a supportive manner.
- Teachers use a wide variety of strategies, aligned to the school's three rules within their classrooms to acknowledge students' acceptable and noteworthy behaviour.
- A *Health Check Project* funded and supported by the James Cook University, provides an eight week program which looks at a range of student health issues, including, dental, hearing, hygiene, skin, height and weight.
- School assemblies are used to celebrate students' achievement, effort and learning, as well as, introducing the current *Rule of the Week*.
- Students and their families are well aware of the school's expectations and of the consequences of inappropriate behaviour.

Affirmations:

- All teachers actively teach the *Rule of the Week* and continue to revise all the behaviour rules within their classrooms and the playground.
- The school is supported by an *Adopt a Cop*, Intensive Behaviour Support personnel and a Guidance Officer. Access to the Positive Learning Centre has also been used.
- The school's physical environment has provided many areas of choice for students to play safely with others. Target supervised play activities during lunch breaks provide a structured environment for students to successfully interact with others.
- There is evidence that OneSchool behaviour data has been utilised when reviewing school procedures.

Recommendations:

- Continue to embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Consider the full implementation of SWPBS or Positive Support for Learning to clarify the explicit teaching of rules and expectations across the whole school.
- Review the school's data plan so that behaviour information is included in the systematic collection of data.
- Review the school's Professional Learning Plan so that behaviour management and student wellbeing are included in the yearly plan.
- Enact attendance protocols to ensure that the *Every Day Counts* strategy is effectively implemented.
- Continue to enhance community partnerships to grow learning and leadership opportunities.
- Ensure classroom pedagogy is based on student engagement and improved learning outcomes.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard.
- Develop stronger connections with the local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition to Junior Secondary.