

DISCIPLINE AUDIT

EXECUTIVE SUMMARY- FLAGSTONE SS

DATE OF AUDIT: 5-6 AUGUST 2013



Background:

Flagstone SS opened in 1998 and is a P-7 school located in the South East education region. The school is a School Wide Positive Behaviour Support (SWPBS) school with a current enrolment of 685 students. Current principal, Mrs Rosalind Clay, was appointed to the position in 2010.

Commendations:

- School leaders are implementing a positive school wide approach to managing student behaviour that is grounded in research and evidence based. They demonstrate a strong conviction that student engagement is the key to improved student learning.
- The school rules: I am Responsible, I am Respectful, I am an Active Learner and I am being Safe, are visible throughout the school and known by all staff members and students. These rules form a basis for all behavioural conversations (both positive and inappropriate) and have been attributed to improvement in student behaviour.
- The SWPBS Team meet fortnightly to review school behavioural data. Data is used to review the effectiveness of the school's Responsible Behaviour Plan for Students and identify specific behaviour to be revisited in the operational and instructional process.
- Data is analysed to develop Individual Student Behaviour Management Plans for students with high behavioural needs. The Behaviour Review Team meet fortnightly to review progress of students and identify interventions.
- Strong procedures are in place that support a consistent and shared responsibility for student behaviour management. Examples include: supervision duty procedures, relief teacher folders, Think Tank reflection and Peace Feet.
- Teachers take responsibility for implementing the step system of managing behaviour within their classrooms to align with the school wide expectations.

Affirmations:

- Clarity about how students are expected to behave is enhanced through weekly focus skill lessons delivered by class teachers.
- A Proactive Behaviour Program has been introduced in 2013. Students receive Ribbon Rewards and a gold pin for engaging in expected school behaviour. Students not reaching benchmarks are supported with an individual behaviour plan.
- A variety of programs have been implemented, including Playground Leaders, soccer, playroom, Glee clubs, Rock and Water. These programs are used to encourage positive participation at school.
- A student induction plan is implemented at the beginning of each year. Newly enrolled students are inducted to the school rules by student ushers throughout the year.

Recommendations:

- Consider regular analysis of student behaviour, attendance, engagement and achievement data at student and systems level, to evaluate the effectiveness of student interventions. This should form the basis of teacher discussions on the effectiveness of differentiated behaviour strategies to engage the full range of learners.
- Continue to provide opportunities to review the effectiveness of interventions through staff meeting discussion.
- Provide regular opportunities to actively engage the full range of parent representatives in reviewing the school's approach to behaviour management.
- Encourage all staff members to record behavioural incidents (positive and inappropriate) and outstanding student achievements into OneSchool.
- Review the implementation of the I'm in Charge – Five Fingers anti-bullying strategy to ensure that this initiative is consistently implemented throughout the school.
- Continue to build upon the high standards of student behaviour across the school to maintain a focus on high levels of student engagement and academic achievement.