

## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY- BEDOURIE SS

**DATE OF AUDIT: 14 AUGUST 2013**



#### **Background:**

Bedourie SS is a one teacher school with 14 students located in the Central Queensland education region. The school has a second teacher who teaches mathematics and science curriculum. The school is part of the Outback Advantage cluster of schools.

#### **Commendations:**

- The school has developed an agenda for managing student behaviour and school leaders can describe the behaviours they wish to see occurring across the school. The principal communicates these expectations in staff meetings and to the school community.
- A strong culture of respect and caring relationships exist in the broader school community. This is reflected in the shared values and commitment to the implementation of the behaviour processes.
- The school has developed a set of positively stated school wide behaviour expectations.
- All consequences directly align with the legislative requirements and departmental policies and procedures and are applied fairly and consistently.
- The principal is committed to ensuring a safe, supportive and disciplined learning environment and expect teachers to identify ways of doing this.

#### **Affirmations:**

- Most staff members take responsibility for adjusting their practices to align with the school wide expectations of student behaviour management.
- The school has a documented Professional Learning Plan that includes arrangements for teachers to develop their knowledge and skills in managing student behaviour.
- The school has plans to behaviour profile teachers and the teacher aide.
- The school is exploring the You Can Do It! program.
- There is clarity about how students are expected to behave .

#### **Recommendations:**

- Ensure differentiated behaviour management strategies are a feature of every teacher's practice.
- Actively engage the full range of parent representatives in developing the school's approach to behaviour management.
- Ensure explicit teaching of expected behaviours, individualised behaviour support and timely feedback to guide student behaviour are key elements of the school's agenda for effective behaviour management.
- Give high priority to ensure expectations are highly visible throughout the school environment. Continually communicate through school documentation, newsletters, meetings, assemblies and ensure these are evident in the behaviour of students.
- Develop a continuum of evidence based strategies to manage student behaviour and ensure this is consistently applied by all staff members.
- Develop a documented school data plan, which includes data about positive and inappropriate student behaviour. Ensure data is regularly entered in OneSchool, using agreed procedures and protocols.
- Use regular analysis of student behaviour and achievement data at student and systems level to evaluate the implementation and effectiveness of the school's behaviour plan.