

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - NORTHVIEW SS

DATE OF AUDIT: 17 OCTOBER 2014



Background:

Northview SS is a P – 7 school, located in the Central Queensland education region with a current enrolment of 329 students. The Principal, Mr Paul Manttan, was appointed in 2013.

Commendations:

- A strong collegial culture has been established. The Principal and teaching staff work together in a mutually supportive manner and there is a strong sense of shared responsibility in maintaining a safe, caring and disciplined learning environment.
- The school has established a small number of explicit school rules: *Be Safe, Be Responsible, Be Respectful*, that are well known, consistently communicated and evident in the behaviour of most students.
- The Behaviour Card communication system provides students with feedback for engaging in expected school behaviour within the classroom and playground.
- School leaders are seen to be very supportive of teaching staff in responding to behavioural incidents.
- Parents are supportive of the behaviour management processes used at the school.
- Teaching staff take responsibility for implementing the card system of managing behaviour within their classrooms to align with the school wide expectations.
- Students articulated an understanding of the behavioural expectations in classrooms and in the playground. Students genuinely show care for each other.

Affirmations:

- The school rules and behavioural expectations are reinforced to students on a regular basis by staff members and at weekly parades by the Principal.
- Positive behaviour is reinforced through a number of ways including, *Assembly Card Draws, Wheel of Fortune, Deal or No Deal, A+ Reward Days, Merit Badges, School Community Picnic Days and Ribbons*. These rewards provide students with feedback for engaging in expected behaviours.
- A variety of programs have been implemented, including: *Strengths, The Real Me, Chess and Games*. These programs are used to engage students and increase motivation to attend school.
- The Social Justice team meets regularly to consider the individual circumstances of students with learning and behavioural needs. This group coordinates the network of support for these students.
- The school personalises and differentiates individual behaviour support plans as required.

Recommendations:

- Continue to review data on a regular basis to collaboratively evaluate the effectiveness of the school's behaviour plan and organisational interventions.
- Consider using the OneSchool classroom dashboard to analyse behaviour, attendance and achievement data and the impact on student learning progress.
- Continue to develop a continuum of proactive, evidence based interventions and support for complex behaviour case management.
- Consider providing more opportunities for parent engagement by delivering high quality evidence based training and information, to support the work of the school.
- Consider implementing a social skills program throughout the school to further embed a consistent communication of expectations.
- Consider implementing individual learning behaviour goals to further engage students in self managing their learning success.
- Continue to build upon and celebrate the high standards of student behaviour across the school to maintain a focus on high levels of student engagement and academic achievement.