

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – ANNANDALE SS

DATE OF AUDIT: 10 JUNE 2014



Background:

Annandale SS opened in 1998 and is located in a suburb of Townsville in the North Queensland education region. The school has a current enrolment of approximately 830 students. The Principal, Jan Cooper, was appointed to the school in 2007.

Commendations:

- The school's Leadership Team recognises that the importance of a structured curriculum with effective teaching strategies is an important aspect of engaging students in their learning and therefore improving behaviour. This direction is also providing an improved student learning environment.
- The Leadership Team and staff members have an honest and open approach of identifying the strengths and weaknesses of the behaviour agenda.
- The school has implemented an effective structure that enables students who are displaying inappropriate behaviours to be supported. Students are identified through the effective use of OneSchool data. Programs have been developed and are regularly reviewed in collaboration with parents, teachers and support staff.

Affirmations:

- OneSchool is effectively used by staff members. Contact with parents, relevant student reports, unit planning, roll marking, positive and inappropriate behaviours are all recorded in OneSchool appropriately.
- Classrooms display visual consequence for actions charts to support students to moderate their behaviour. Most classrooms had *You Can Do It!* support materials, as well as, their own class rules.
- The school has good practices in place to encourage student attendance. Signage around the school and regular use of the school newsletter reminds parents of the importance of student attendance.
- The Principal encourages teachers to take on leadership roles. Teaching staff are provided with relevant professional development opportunities to ensure that they have the skills required to take on these roles.
- The school values of: *Be Organised, Be Persistent, Be Confident, Be Resilient, and Get Along with Others*, are displayed in the majority of classrooms. Students know these values, and were able to provide examples of expected behaviours for each of these values.
- The school communicates clearly the goals, expectations, policies and rules of the school utilising newsletters, student diaries, staff meetings and a staff DVD. These are consistently updated to remain relevant.

Recommendations:

- Continue to develop programs and practices to encourage parent engagement with the school. Offering parent sessions to explain the school's behaviour plan and parenting skills as possibilities.
- Continue to review the behaviour program to ensure consistency. Reflect on the consistency of delivery and understanding by staff members, parents and students of the *You Can Do It!* program.
- Enhance the present practices to focus on enabling students to self-monitor their behaviour. Continue to develop goal setting that has visible, achievable targets.
- Analyse data consistently and share with all staff members. Encourage conversations to promote and share effective practices for students with high levels of inappropriate behaviours. Good classroom practices that are occurring be shared. Develop a team culture to provide a school wide level of support for these students.
- Display the matrix of minor and major behaviours throughout the school to ensure parents, staff members and the wider community are aware of the school's behaviour expectations and consequences.
- Continue to develop effective teaching practices that engage and encourage all students to achieve success. Celebrate these successes.