

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - FLAGSTONE SCC

DATE OF AUDIT: 26 MARCH 2014



Background:

Flagstone SCC is situated five kilometres from Jimboomba township, in the city of Logan in the South East education region. The school was opened in 2002 and has a current enrolment of approximately 840 students.

Commendations:

- The Principal and school leadership team have been driving a strong agenda around the Schoolwide Positive Behaviour Support (SWPBS) framework since 2009, which has resulted in a reduction in student referrals and an improvement in student behaviour. SWPBS is a priority in the school's strategic plan, the annual implementation plan and the SWPBS implementation plan. The school has been invited to become a Tier 2 SWPBS school.
- The school's four global rules, *to learn, do our best, respect ourselves and others and respect our school*, are clearly defined, highly visible throughout the school, widely communicated and known, and form the basis of behavioural conversations both for positive and inappropriate behaviour.
- An SWPBS data plan has been developed and an extensive range of student behaviour data is analysed and evaluated at the cohort, class and individual student level. This analysis is used to determine the effectiveness of behaviour management strategies and to provide targeted intervention and support for students at risk of disengaging from learning.
- A significant focus is placed upon student support and welfare which features a coordinated team based approach to assist students with high needs. Individual behaviour plans are developed and case managers are appointed for these students.
- The school wide expected behaviours are explicitly taught at whole school and year level assemblies, in addition to being taught by form and classroom teachers.

Affirmations:

- A clear set of processes has been developed to support the implementation of the school's Responsible Behaviour Plan for Students (RBPS), for example, major/minor behaviours and processes for the exit room.
- The development of a system of positive individual and whole class rewards, including positive postcards sent home, *I see you* (ICE) awards, certificates, presentation on assemblies and *Orange Days*.
- Professional development on the *Essential Skills of Classroom Management* is provided to staff members on a regular basis, including new staff upon induction, to ensure the RBPS is being implemented consistently.
- A matrix has been developed to identify positive behaviours which reflect the school values in a variety of settings.
- An extensive focus on improving attendance of students has seen a reduction in student absences.
- In preparation for Year 7 students entering high school, a program to cater for student emotional and welfare needs has been developed to ensure student wellbeing and safety.

Recommendations:

- Continue to promote high expectations and standards for student behaviour and learning. Focus on the implementation of effective pedagogical practices that create a positive learning environment and engage all students in every class, to ensure improved achievement outcomes.
- Continue to provide professional development to all staff members on a regular basis to ensure the RBPS is being implemented consistently.
- Develop clear processes for the application of behavioural expectations in out of classroom areas.
- Continue to provide opportunities to engage, and develop the skills of parents, by delivering high quality evidence based training and information on effective behaviour strategies.