

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – GOOMERI SS

DATE OF AUDIT: 7 MAY 2014



Background:

Goomeri SS is a P - 10 school located in the South Burnett Region. The school has an enrolment of 109 primary and 27 secondary students. The Principal, Leon Doorackers, was appointed to the school in 2008.

Commendations:

- The school has developed a clear process to provide a positive learning environment. The school's behaviour agenda is based upon the Schoolwide Positive Behaviour Support (SWPBS) approach. Over the years of implementation, the program has been consistently reviewed to ensure it is effectively meeting the needs of the school. A good example of this process is the implementation of the *Together Everyone Achieves More* (TEAM) program which focuses on; resilience, leadership development, team work and career planning.
- The school has established links with other schools to identify ways to further improve practices. This continual openness is an effective strategic leadership practice.
- The school has established a good process for the collection of student behaviour data. The analysis of this data is shared and discussed with staff members to implement change.
- The school utilises OneSchool to record parent contacts and all incidents of behaviour.

Affirmations:

- The school has practices in place to monitor student attendance. This is evidenced by the improvement in attendance over the past three years.
- All secondary teachers are involved in working across the school delivering curriculum.
- The school's SWPBS Tier 1 approach assists in the improvement of student behaviour.
- The Parents and Citizens' Association (P&C) are supportive of the school's direction to improve student behaviour and learning outcomes.
- All classrooms display the school rules of: *Be a Learner; Be Safe and Be Respectful*. Students, parents and staff members spoken to knew these school rules.
- The school has implemented a *6 Step* process to monitor classroom behaviour. These steps are clearly visible in all classrooms and are constantly reviewed to ensure their effectiveness. Students know the steps and the actions that each require.
- The school has placed a strong emphasis on developing a positive culture. A range of rewards are provided to students who have reached targets. Examples of reward processes include: wristbands, *Goomeri Gold*, *Brag Books* and end of term trips.
- The majority of teachers effectively implement the behaviour agenda. Teachers are keen to identify further practices to improve performance.
- The school has implemented a supportive process for high level behaviours. The use of suspensions is tailored to be a supportive process to re-engage students with their learning.

Recommendations:

- Ensure the attendance policy and refinement of the school's data plan is addressed and that practices that are occurring are documented.
- Continue to develop programs and practices to encourage parent's engagement, particularly with a focus on supporting student learning.
- Embed consistent practices across the school to enact the behaviour agenda.
- Enhance the focus of the school rule: *Be a Learner*. Develop consistency of what this rule means.
- Implement school wide student personal goal setting. Ensure providing feedback to students on their progress to achieving these goals is a consistent practice.
- Continue to implement and reflect on the school practices and processes that are designed at promoting a school culture of success for students.
- Continue to develop effective teaching practices that engage all students.