

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - GARGETT SS

DATE OF AUDIT: 26 MARCH 2014



Background:

Gargett SS was established in 1914 and serves the sugar farming community in the Central Queensland education region. The Prep to Year 7 school has a current enrolment of 16 students. The Principal, Ms Fiona Tass, was appointed in 2008.

Commendations:

- The school has a small number of positively stated school wide expectations that are clearly defined and embedded in practice. These are continually communicated and are evident in the behaviour of most students.
- The Principal ensures that inappropriate behaviour is dealt with promptly and followed through consistently.
- The school provides a safe, supportive and disciplined learning environment. Behaviour expectations are visible throughout the school and are well known by students. The Principal's leadership and drive has shown a gradual, yet significant shift in the school's culture.
- Students are well aware of the expectations and consequences of inappropriate behaviour choices.

Affirmations:

- Students and staff members express a very high degree of support for the school's reward system, *Bertie Bees*, including, *Be Responsible, Be Safe, Be Respectful*.
- The *Circle of Trust* discussion after every break, helps students to reflect on their behavioural choices and to take responsibility for their own behaviours.
- Teachers use a wide variety of strategies to reward students for good behavior, for example, *Traffic Lights Chart, Token Money and Stickers; and Rewards Box*.
- The cluster professional development and networking provided by the Central Queensland education region is highly valued in providing opportunities for teachers and teacher aides.
- Teachers have been involved in cluster planning for the implementation of Junior Secondary with staff members from Marini SHS. There has been a focus on Junior Secondary pedagogy and transition planning.
- A focus on the concept that *Every Day Counts*, has led to an improvement in student attendance.

Recommendations:

- Continue to embed the behaviour processes systematically across the whole school to ensure its effectiveness and high levels of student engagement for all lessons, with all teachers.
- Continue to ensure that all staff members implement consistent protocols in relation to rewarding and recording incidents of positive and inappropriate student behaviour.
- Continue to provide opportunities to engage all parent and community representatives in developing the school's approach to behaviour management and program development.
- Analyse and review both positive and inappropriate instances of behaviour data recorded in OneSchool, on a regular basis with all staff members. This will assist to monitor and assess the consistency of the implementation of delivery of school wide behaviour expectations and processes.
- Consider the use of *Essential Skills Training* and behaviour profiling to enhance teacher expertise in managing student behaviour.