DISCIPLINE AUDIT

EXECUTIVE SUMMARY – TREBONNE SS

DATE OF AUDIT: 18 JULY 2014

Background:
Trebonne SS is located in the North Queensland education region and has been offering learning opportunities to the community since 1906. The school has a current enrolment of 19 students from Prep – Year 7. The Principal, Anne Walsh, was appointed to the position in 2008.

Commendations:
- The school expectations: Be Safe; Be Responsible; Be Respectful; and Be a Learner, are known by staff members, students and parents.
- The Principal and school team are well respected and regarded amongst the school and wider community. This is reflected in the high level of parent and student satisfaction achieved in the Department’s annual School Opinion Survey (SOS) data.
- The Charter of Expectations clearly outlines the expected behaviours of the school, which staff members, parents and students are aware of.
- There are minimal behavioural incidents at the school and a focus on teaching and learning. The result of this focus is evident in long term academic improvement data on NAPLAN assessment with most students achieving National Minimum Standards (NMS).
- Parents and Parents and Citizens’ Association (P&C) representatives describe the willingness of the Principal to listen to their concerns and make adjustments to school practices where required.

Affirmations:
- The Stephanie Alexander Kitchen Garden program run by the school provides students with a number of gardening options during play time.
- To prepare students for Junior Secondary, a number of transition days with the local secondary school have been put in place for Years 6 and 7. Secondary school newsletters are available at the school.
- Gotcha awards and stamps are used to reward students who display expected positive behaviours, with various certificates linked to the number of rewards achieved. Students speak positively about these reward processes.
- P&C representatives describe the opportunities provided to them in developing the Responsible Behaviour Plan for Students (RBPS).
- The Schoolwide Positive Behaviour Support (SWPBS) approach to behaviour management has been re-invigorated at the school this year. Staff members have been trained in SWPBS and parents talk positively about the approach.
- Teaching staff have recently received individual behaviour kits which contain: behavioural referral forms; a booklet of behaviour strategies; and a minor behaviour recording booklet.

Recommendations:
- Formalise a process that provides opportunities to regularly review the data captured through the school reward and discipline processes and the OneSchool data capture. Add this gathering and reviewing of data to the school data plan and record minutes from related behaviour meetings.
- Observe class teaching to ensure that the consequence flowchart is consistently applied to provide clarity for students on expected steps when managing minor inappropriate behaviour.
- Implement formalised standards for reporting A-E achievement in both behaviour and effort. Establish a process for a whole school moderation of these standards.
- Provide opportunities for parents to participate in training on behavioural support and positive parenting strategies.
- Ensure staff members are reporting incidents of positive and inappropriate behaviours into OneSchool. Provide clarity amongst staff members on when a OneSchool report must be made and produce procedures and protocols to guide the decision making on how and when these OneSchool entries will occur.
- Document and explicitly teach the school’s expected behaviours based on the school wide expectations matrix, ensuring that the delivery of these lessons are timetabled.