

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY – BARTLE FRERE SS

### DATE OF AUDIT: 19 JUNE 2014



#### Background:

Bartle Frere SS is nestled at the base of Mt Bartle Frere, Queensland's highest mountain and a few kilometres south of Babinda in the Far North Queensland education region. The school has a current enrolment of 14 students from Prep to Year 7. The Acting Principal, Liam Bray, was appointed in January 2014.

#### Commendations:

- The community nature and size of the school enhances the supportive school environment. The recent review of the Responsible Behaviour Plan for students (RBPS) has been instrumental in formalising student behaviour centred on the three expectations of: *Be Safe, Be a Learner and Be Respectful*.
- School induction and professional development opportunities for all teachers and teacher aides have resulted in a consistent approach to behaviour management across the school. Sessions on *Functional Behaviour* and *Social Skills* have also been completed by all staff members and this is included in the school's Developing Performance Framework (DPF).
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are defined and most students can clearly articulate these expectations. A school wide expectations matrix has been collaboratively developed by students and staff members.
- The Leadership Team is implementing the RBPS by ensuring that disruptive behaviour is dealt with promptly and in a supportive manner.
- Assistance from the *Flexible Learning Centre* and *Babinda Cluster Guidance Officer*, have provided support for students and families in this school community.
- The Principal, classroom teacher and teacher aides use a wide variety of strategies, aligned to the school's rules within their classrooms to acknowledge students' acceptable and noteworthy behaviour.
- School assemblies are used to celebrate students' achievement, effort and learning, as well as, providing an opportunity for sharing news and information with parents.
- Students and parents are well aware of expectations and consequences of inappropriate behaviour.
- Numerous opportunities are available for students to be involved in extension and cultural activities. Arts Council performances, combined small schools camps and sports days, National Aborigines and Islanders Day Observance Committee (NAIDOC) and celebrations with Bellenden Kerr SS expand the experiences of students. Support from the Parents and Citizens' Association (P&C) ensures that all children are involved in these events.

#### Affirmations:

- All staff members actively teach and continue to revise the behaviour rules within the classrooms and the playground.
- The school's physical environment has provided many areas of choice for students to play and interact safely with others. The grass covered grounds, covered playground and undercover areas provide students with a variety of active play and quiet places.
- Overall student behaviour is of a high standard and adopted strategies are working successfully.
- Students are enthusiastic to share their behaviour record cards and can explain why they have achieved particular rewards. Students also actively discuss their attendance data.
- There is evidence that OneSchool behaviour data has been utilised when reviewing school's behaviour management procedures.

#### Recommendations:

- Continue to embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Review the school's data plan so that behaviour and attendance information is included in the systematic collection of data.
- Update the school's website by including the most recent versions of school documents, as well as, the RBPS and the Behaviour Expectations Teaching Matrix.
- Review attendance protocols to ensure that the *Every Day Counts* Strategy is effectively enacted.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard.