

## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY – AVOCA SS

**DATE OF AUDIT: 11-12 AUGUST 2014**



#### Background:

Avoca SS was established in 1980 and is situated on the northern side of Bundaberg within the North Coast education region. The school has a current enrolment of approximately 453 students. The current Principal, Michael Kiss, was appointed in an acting capacity in January of 2014.

#### Commendations:

- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed in 2012. The behaviour expectations are extensions of the school's stated values and are articulated throughout the school as: *Be safe, Be kind, Work hard* and *Follow directions*.
- The RBPS includes a matrix of expectations, *Behaviour Benchmarks*, to indicate how students can display the expectations throughout the school. Staff members and students were able to articulate the school expected behaviours.
- Students are actively engaged in using the *Behaviour Benchmarks* to self-evaluate and self-manage their own behaviours.
- Positive behaviours are recorded in OneSchool and expected behaviours are acknowledged and celebrated on a regular basis.
- The Principal and Leadership Team are driving a very positive approach to creating a supportive learning environment by building very strong interpersonal relationships.
- Staff members are all trained to use *Reality-Therapy* (RT) counselling as a redirection protocol to assist students to self-manage their behaviour by clarifying the behaviour, resetting behaviour choices and making a plan to modify the future behaviour choices.
- The school is in contact with local secondary schools to develop a Junior Secondary transition program to assist senior primary students in the transition to Junior Secondary in 2015.

#### Affirmations:

- School leaders and staff members are committed to ensuring a safe and supportive learning environment. Respectful and caring relationships are evident between all stakeholders. This is reflected in the positive way in which staff members and students interact.
- The school has developed a range of partnerships with government agencies and community groups that has enhanced student engagement and self-management opportunities.
- Well attended parenting programs in teaching children resilience are offered by the school to extend and complement the school's supportive learning environment initiatives.
- The strong focus on student engagement in self-monitoring and self-reflection is very evident and has greatly enhanced students' ability to manage their own behaviours. The use of RT counselling and support for targeted students to ensure they are able to meet the expectations is very evident, especially for at risk students.
- Students report that the teachers are very helpful and indicate high levels of personal safety at school.

#### Recommendations:

- Continue to embed the progressive work of developing a safe and supportive learning environment through intentionally developing positive relationships with students. Engage students in curriculum that is meaningful for their stage of development and provides levels of success that is both affirming and needs fulfilling for them.
- Develop staff members' knowledge and usage of Class Dashboard in relation to data analysis of major, minor and positive behaviours, to better enable staff members to respond and adjust to changing behaviour patterns of individual and groups of students.
- Consider the inclusion in the Individual Student Plan of a personal behaviour improvement goal that includes an explicit strategy and aligns to the school's expected behaviours.
- Consider highlighting the significance of the four expected behaviours into the RBPS where its relationship to the school values can be articulated.