DISCIPLINE AUDIT

EXECUTIVE SUMMARY – PRAIRIE SS

DATE OF AUDIT: 28 OCTOBER 2014

Background:
Prairie SS is a small remote school located 332 kilometres west of Townsville, within the North Queensland education region. The Prep – Year 7 school has a current enrolment of 7 students. The Principal, Tamara McClymont, was appointed to the position in 2008.

Commendations:
- The Principal is committed to ensuring a safe, supportive and disciplined learning environment, demonstrating a strong commitment to improved learning and the creation of a positive school culture with strong community links.
- The school has established three positively stated school rules: Be Respectful, Be Responsible, and Be Safe. These rules are well known and understood by students.
- There is a supportive atmosphere to the school with a positive, friendly tone and culture evident. Students and parents speak of the school with pride and strong ownership.
- Parents speak positively of the approachability of teaching staff, the quality communication and the respectful relationships.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorses the school’s Responsible Behaviour Plan for Students (RBPS).
- The school has worked to prepare students for Junior Secondary, in particular, preparing students for attendance at larger schools or as boarders residing away from home.
- The school positively recognises appropriate behaviours through a range of class based certificates.
- The school is implementing Dimensions of Learning and Teaching as the pedagogical framework.
- Each student has a Goal Book in which they monitor their learning in key areas and set goals for their learning. A weekly summary report to students and parents is a component of the school’s feedback processes within this book.
- The Developing Performance Framework (DPF) has been implemented for teaching and non-teaching staff.

Recommendations:
- Utilise the scheduled review of the RPBS in 2015 to reinvigorate and align previous developments to further strengthen the school’s learning environment, school wide expectations, processes and the positive school culture. Rigorously drive the revitalised agenda and widely communicate this to ensure school and community-wide understanding with a shared commitment to the Prairie SS way.
- Develop and implement the consistent application of a classroom, behaviour management flowchart. Furthermore, consider a process of daily self-monitoring, reflection and feedback with students as a key component in the learning associated with the classroom flowchart.
- Consider reviewing the focus of the positive rewards and recognition procedures in order to support and promote a learning environment of high expectations. Ensure this provides short and long term recognition for students demonstrating the school’s desired expectations for learning and behaviour.
- Further develop and apply consistent whole school processes for documenting records of contact with parents, incidents of inappropriate and positive behaviours into OneSchool. Build staff members’ capacity to utilise the OneSchool dashboard.
- Review the school’s Data Plan to include regular cycles of review and discussion of systematically collected data on student behaviour and attendance in order to ensure continuous improvement.
- Consider implementing, in collaboration with parents, a goal setting process for attendance and link recognition and positive reinforcement to the achievement of improved attendance.
- Support the outcomes sought from the weekly explicit teaching of the school virtues program by facilitating a school wide daily discussion and reflection of the target Virtue of the Week.
- Clarify the use of explicit teaching strategies, I Do, We do, You do, within the pedagogical framework so as to ensure the consistent use and embedding of this language for teaching staff and students.