

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY – HARRISTOWN SS

### DATE OF AUDIT: 23 JUNE 2014



#### Background:

Harristown SS is situated in Toowoomba in the Darling Downs South West education region. The school has been providing learning to the community since 1911 and currently offers educational programs for students from Prep through to Year 7. The school has approximately 356 students currently in attendance. The Principal, Julie Guthrie, was appointed to the position in 2008.

#### Commendations:

- The school has conscientiously collected data about positive and inappropriate behaviour.
- The school has engaged a Schoolwide Positive Behaviour Support (SWPBS) Coordinator to assist in the development of a whole school approach for improving student engagement.
- The School Support Committee has established some common processes that include the use of the *Traffic Lights strategy*.
- All students could recall the four school values of: *Respect, Responsibility, Learning and Safety*.
- The term schedule and explicit lessons for the teaching of school values, provides a supportive framework; *Harristown Attitude and Values Expectations* referred to as, *HAVE*.
- The school has established ongoing partnerships with families, local businesses, government agencies and community organisations with the express purpose of improving student engagement.

#### Affirmations:

- Teaching staff are engaged in a range of professional development opportunities.
- Teachers are using a range of proactive reward systems at the classroom level to affirm positive behaviour and effort.
- The Junior Secondary Action Plan includes opportunities for successful Years 6 and 7 transition into Junior Secondary. These include transition days and cluster discussions around attendance and responsible behaviour plans.

#### Recommendations:

- Review current process and purpose of the School Support Committee so it aligns rigorously with the whole school approach to managing behaviour and improving student engagement.
- Continue to focus on establishing a consistent behaviour review process through engagement of the SWPBS to ensure a committed understanding of its direction to lift student engagement.
- Ensure that the calm and orderly nature of classrooms is exploited so that there is less busy work and effective learning and rigorous differentiation takes place every day, in every classroom.
- Ensure that professional development for staff members is translated into effective and consistent practice in the classroom and that certain expectations are non-negotiable for consistency.
- Engage parents, deeply, in reviews of the school's behaviour management processes.
- Continue to develop and formalise the processes whereby instructional leaders visit classrooms to observe practices and provide written and verbal feedback to teachers on teaching practice.
- Develop a clear set of behaviour expectations for in class, before school, during transitions, as well as, break times. Ensure consequences support positive and inappropriate behaviours.
- Ensure that professional development for staff members is translated into effective and consistent practice in the classroom for creating organised rooms where students and staff members know the routines, see current work displayed proudly and artifacts to support their learning.
- Extend data analysis to include class OneSchool dashboard audits. Utilise data so teachers can identify starting points for learning and monitor student achievement, attendance and behaviour, independently and frequently.