

DISCIPLINE AUDIT

EXECUTIVE SUMMARY- PARRAMATTA SS

DATE OF AUDIT: 31 JULY-1 AUG 2013



Background:

Parramatta SS opened in 1927 and is a Prep-7 school centrally located in Cairns within the Department's Far North Queensland region. The school has a current population of 450 students and is culturally diverse with 60% of students identifying as Indigenous and 33% of students as English as a Second Language (ESL) learners. The school is a participant in the Low Socio-Economic National Partnership (LSES NP). Current Principal, Mr Wayne Kirk, was appointed to the school in 2011.

Commendations:

- School leaders are implementing a positive school wide approach to managing student behaviour that is grounded in research and evidence based.
- There is a strong and optimistic commitment by all staff members to the school wide approach to managing student behaviour and the development of a culture that enhances learning.
- The school rules: Respect, Safe, Learn, are visible throughout the school and known by all staff members and students. These rules form a basis for all behavioural conversations (both positive and negative) and have been attributed to significant improvement in the overall school cultural.
- Teachers take responsibility for the changes in their practices required to align with school wide expectations of student behaviour management.
- The School Wide Positive Behaviour Support (SWPBS) Team meet fortnightly to review school behavioural data. Data is used to review the effectiveness of the school's Responsible Behaviour Plan for Students and identify specific behaviour to be revisited in the operational and instructional process.
- Data is analysed to develop Individual Responsible Behaviour Plans and group programs to meet the differentiated needs of students with high behavioural needs.
- A variety engagement and attendance programs have been implemented. Examples include: Dance, Drumbeat, All Black Deadly and Bike-Bus.

Affirmations:

- Clarity about how students are expected to behave is enhanced through fortnightly focus skill lessons delivered by class teachers. Teachers share responsibility for creating posters and lesson ideas aligned to the identified skill.
- Positive behaviour is reinforced through the I caught you rewards. These awards provide students with feedback for engaging in expected school behaviour.
- All teachers use OneSchool system for recording behavioural incidents (both positive and negative).
- The Parramatta SS data tool provides a valuable source of information on student progress and has the potential to include semester behaviour results in order to enhance the continuous improvement process.
- High Expectations and Fast Track classes have been designed to cater for the learning and behavioural needs of students.

Recommendations:

- Continue to provide opportunities for staff members' professional learning. The implementation of a school based collegial support program to revisit the implementation of the Essential Skills for Classroom Management and the Classroom Profiling program may be considered.
- Continue to look for opportunities to engage with the wider parent and school community to enhance student engagement and attendance.
- Continue to collect and analyse behaviour and achievement data, at student and systems level, to evaluate the implementation and effectiveness of the school's behaviour plan and student learning interventions. This should form the basis of teacher discussions on the implementation of differentiated behaviour and learning strategies to engage the range of learners.
- Continue to engage staff members in the implementation of effective pedagogical and behaviour management practices that enhance student learning.