Discipline Audit

Executive Summary – Coominya SS

Date of Audit: 1 August 2014

Background:
Coominya SS was opened in 1913 and is located west of Wivenhoe Dam within the Metropolitan education region. The school has a current enrolment of approximately 102 students. The Principal, Richard Amos, was appointed to the position in 2010.

Commendations:
- Staff members’ active supervision around the grounds when students are at play has been positively described by a number of students. This supervision provides constant monitoring of the school’s expected behaviours.
- Parents and Citizens’ Association (P&C) representatives and staff members speak of the significant improvement in behaviour that has occurred through recently introduced behaviour management systems.
- The procedure for managing inappropriate behaviours: Check on behaviour, Rule reminder, Name on board, Thinking desk, Buddy room, Office, is consistently used by all staff members.
- Casey Koala Stamps are rewarded to students who display appropriate behaviours throughout the day. Each class teacher has also adopted an individual classroom reward system.

Affirmations:
- The school has differentiated behaviour strategies in place for a number of students and can provide examples where they have worked closely with outside agencies and services to assist in providing a safe learning environment. The recording of these effective strategies in teacher planning will provide clarity for relief teaching staff.
- The school wide expectations: Be Safe, Be Responsible, Be Respectful, are known by staff members and some students.
- Staff members have received professional development on the Essential Skills for Classroom Management (ESCM).
- The Principal is able to outline communication with the local secondary school to ensure individual students are provided with support when transitioning to Junior Secondary. Separate visits to the feeder secondary school have taken place for students in Years 6 and 7.
- The school has adopted a Schoolwide Positive Behaviour for Students (SWPBS) approach to managing behaviour. This approach has been well received by the school community.

Recommendations:
- Build on the behaviour data gathering process and provide regular and formal opportunities to review the data captured through both the school reward processes and OneSchool data. Include this gathering and reviewing of data in the school data plan, ensuring that minutes of behavioural meetings are recorded. Clarity of when a OneSchool report is to be made, is required.
- Formally document the expected behaviours across the school, ensuring that they reflect the improved standards.
- Provide staff members with coaching and mentoring, to provide opportunities to reflect on current practice around instruction and behaviour management and ensure a consistent approach when implementing the Responsible Behaviour Plan for Students (RBPS).
- Provide staff members with professional development opportunities around behaviour management, ensuring that these make up part of the school’s Professional Learning Plan and staff members’ Developing Performance Framework (DPF) plans.
- Implement formalised standards for reporting A-E achievement in both Behaviour and Effort. Establish a process for whole school moderation of these standards.
- Strongly promote attendance as a necessity to successful learning throughout the school and wider community. Provide parents with regular feedback on their child’s attendance with individual and whole school attendance targets to be regularly monitored and reviewed.
- Provide opportunities for parents to access regular information on behavioural support and positive parenting strategies.