

## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY – AIRVILLE SS

**DATE OF AUDIT: 1 AUGUST 2014**



#### Background:

Airville SS is situated in the North Queensland education region, nine kilometres from Ayr and 100 kilometres from Townsville. The school was established in 1890 to meet the educational needs of families in the farming and pastoral industries of the area and has a current enrolment of 32 students. The Principal, Marian Bugeja was appointed to the position in 2003.

#### Commendations:

- The school has a current and community endorsed Responsible Behaviour Plan (RBPS) that was reviewed and enhanced in 2013. The school's behaviour expectations are: *Be Respectful, Be Safe and Be Responsible*.
- The RBPS includes a matrix of criteria to indicate how students can display the expectations throughout the school. Staff members and students are able to articulate the school expectations and significantly, students use this matrix for self-evaluation and improvement.
- The school has a very strong focus on an holistic approach to development of a supportive learning environment, which includes curriculum adjustment, attention to different personality profiles, visual prompts and supports, student self-reflection and evaluation, to maximise learning engagement and minimise inappropriate behaviours.
- The Principal and school community are driving a very positive approach implementing the expected behaviours evidenced by the implementation of the research based *KidsMatter* program and have significantly enhanced student resilience in social and emotional wellbeing.
- There is a strong emphasis on the explicit teaching of expected behaviours *Be Safe, Be Respectful, Be Responsible* which is enhanced by the intentional teaching on a weekly basis, in classrooms and on school parade.
- The daily engagement of students to self-evaluate their own effort and behaviour against the matrix of expected behaviours is an innovative and powerful way to progress the self-management skills of students.
- The strong focus on building student resilience has enabled formerly at risk students to self-regulate and stay engaged with learning.
- The Principal 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:

- The strong focus on student engagement in self-monitoring and self-reflection is very evident in the school and has greatly enhanced students' ability to manage their own behaviours.
- The initiative to further engage families of the school through the school environment projects, parent education and *KidsMatter* program is increasing parental involvement at a number of levels, resulting in increased support for students beyond the classroom.
- Data on minor incidents are effectively used. This includes short cycle, weekly data examination to inform whole school explicit teaching of school expectations for student behaviours, as well as, monthly, term and yearly reviews of data to inform decisions about future actionable steps to improve the learning environment.

#### Recommendations:

- Continue to progress the engagement of parents with the school so as to maximise their understanding and support for the school's development of a supportive learning environment
- Continue to embed the progressive work of developing a focus on positive social behaviours and learning behaviours to enhance the supportive learning environment.
- Develop staff members' knowledge and usage of Class Dashboard in relation to data analysis of major, minor and positive behaviours of students.