

## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY - DENISON SS

**DATE OF AUDIT: 9 SEPTEMBER 2014**



#### Background:

Denison SS was opened in 1997 and is situated in the town of Emerald, within the Central Queensland education region. The school has a current enrolment of approximately 510 students. The current Principal, Amanda Mobbs, was appointed to the position in 2014.

#### Commendations:

- The *Code of Student Behaviour* promotes a safe and supportive learning environment. The *Code* is built around the student behaviours expectations of: *Safety, Effort, Respect* and *Self Responsibility*. These expectations overarch the *5 Keys to Success, of the You Can Do It! (YCDI)* education program: *Getting Along, Confidence, Organisation, Persistence* and *Resilience*.
- The Principal and Leadership Team are driving a strong positive culture that encourages teachers to align their classroom positive reward systems within the school's behaviour expectations.
- The school has a progression of strategies in place to deal with inappropriate behaviour which is followed by all teachers. Students clearly understand that this process is intended to support them to realign their behaviours to ensure they can meaningfully engage in learning.
- There is a high importance placed on multi-skilling all teacher aides, this has ensured they can be effectively deployed across all areas of the school, including the supervision of students during playtime.
- The *Student of Concern Committee* strategically forms partnerships with outside agencies to address identified student needs. The school has developed procedures to ensure these partnerships are meeting the needs of the student.

#### Affirmations:

- The well thought-out and designed placement forefronts the high standard expected of the teaching staff. The explicit detail provided to teachers in the areas of: School and Class Routines; Class Displays; Teaching and Learning Expectations; Feedback to Students; Bookwork Expectations; Data Collection; and Communication with Parents, ensures common understanding and consistency of practice across the school.
- The process of developing *Social Stories* provides students at high risk with a tailored program of support. The inclusion of visual aides has ensured each student can actively engage in the process.
- The *Pastoral Care* program delivered by the School Chaplain supports the positive approach of managing student behaviour by the school.
- The well-established school wide expectations are very visible in every classroom.
- There are a number of excellent individualised positive reward systems being offered in a number of classes. Students speak very highly of these reward programs.
- The school is well advanced in its planning and preparation for students transitioning into Junior Secondary in 2015. This transition is being supported by the local state high school.

#### Recommendations:

- Develop a set of protocols around the recording of positive behaviours and breaches of the *Code of Student Behaviour*. Ensure that all stakeholders know and consistently record in the OneSchool database.
- Use the extensive OneSchool behaviour database to identify strategies that are effective or ineffective in managing the behaviours of individual students and apply these strategies in a differentiated manner to assist both teachers and students to create an optimum learning environment.
- Develop a scope and sequence of lessons around the school's behaviour expectations and the *5 Keys to Success*, to ensure a consistent understand across the school community.