

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - NUNDAH SS

DATE OF AUDIT: 23-24 JULY 2014



Background:

Nundah SS is located in the northern suburbs of Brisbane within the Metropolitan education region. The school was established in 1865 and has a current enrolment of 725 students from Prep to Year 7. The Principal, Debra Cox, was appointed in 2012.

Commendations:

- The Principal and other school leaders have taken personal responsibility for ensuring a safe, supportive and disciplined learning environment.
- Over the past five years the school has implemented *Play is the Way* as the focus of personal and social learning for all students. This program is delivered consistently through two lessons per week; one theory and one game-based.
- The school has established three simple rules, linked to the five *Play is the Way* posters. The rules and weekly focus are visible, identified on weekly parades, implemented in all classrooms and followed up on Friday assemblies.
- A whole of school rewards strategy including *Gotchas* and *Student of the Week* are well understood and actioned by staff members.
- High expectations of student learning and behaviour are evident both inside and outside the classroom.

Affirmations:

- The Chaplain runs a number of proactive programs which are aimed at maintaining student engagement with school life including the *Rock and Water Program*.
- Teaching staff have been engaged in regular professional learning in the *Essential Skills for Classroom Management (ESCM)* and *Play is the Way*.
- Most teachers have undertaken training in William Glasser's Choice Theory that links directly to current school positive behaviour processes.
- Some records of positive behaviour, including *Student of the Week* and *Gotchas*, are entered into OneSchool.
- New staff members are provided with a comprehensive behaviour induction process to ensure consistency of practice across the school.

Recommendations:

- Develop and implement a consistent protocol to regularly review the academic, behaviour and attendance data to monitor the effectiveness of positive behaviour processes in the school and take action as required.
- Consider the development of a protocol for recording a greater range and frequency of records of positive learning behaviour into OneSchool.
- Collaboratively develop an Effort Rubric to provide consistency in assigning a level during the student reporting period.
- Routinely review the Responsible Behaviour Plan for Students (RBPS) with staff members, parents and students to ensure that all stakeholders know and support the school's approach to positive behaviour support.
- Maintain the routine professional learning of established behaviour processes for all staff members to ensure consistency of practice across the school.