

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – VICTORIA POINT SS

DATE OF AUDIT: 16 – 17 JUNE 2014



Background:

Victoria Point SS is located 36 kilometres south east of Brisbane, within the South East education region. The school has a current enrolment of 570 students from Prep – Year 7. The Principal, Esta Thiris, was appointed in 2014.

Commendations:

- The Principal and members of the Leadership Team are driving a positive approach to managing students. The agenda is couched in terms of high standards and expectations of student behaviour and learning outcomes.
- Teaching staff speak very highly of the supportive nature of the school administration team when managing incidents of high level inappropriate behaviour.
- The school collects and analyses a range of behaviour data sets to inform school operations and behaviour management strategies to ensure that a safe, supportive and disciplined environment is maintained.
- All students and staff members could recall and express the school rules of *Be a Safe, Respectful, Responsible Learner*.
- Staff members, parents and students speak about a strong sense of energy at the school for future directions and plans.
- Parent and Citizens' Association (P&C) representatives speak with great pride about the school and express strong support for the teaching staff and the leadership under the new Principal.

Affirmations:

- The Junior Secondary Action Plan includes opportunities for Years 6 and 7 students to be ready for the transition into secondary school. These include reciprocal visits, transition days and subject specialised lessons.
- The school's strategic approach to improving student attendance is documented and includes targets and strategies.
- The school's *Responsible Behaviour Plan* has clarity and is well aligned to the *Victoria Point Way*.
- Some teaching staff are effectively using a range of innovative and proactive reward systems at the classroom level to affirm positive behaviour and effort.

Recommendations:

- Continue to implement school policies and procedures to encourage students to attend school and accurately monitor unexplained absences.
- Develop staff members' skills in the promotion of effective and engaging teaching practices that will assist in facilitating a learning environment that engages students at all times.
- Ensure there is a rigorous whole school approach in each and every classroom, including specialists to visually show student choices that support positive as well as inappropriate behaviour. A consistent approach will enhance and strengthen student engagement.
- Continue to develop the skills of teaching staff with a higher order thinking framework to ensure high achieving students remain engaged and challenged.
- Continue to build classroom teachers' data literacy skills to collect, analyse, interpret and act on student data in order to frequently and independently support students in terms of their attendance, behaviour and learning.
- Determine minor and major reporting definitions and protocols to ensure consistent entry in OneSchool of minor behaviour incidents.
- Develop criteria for making judgements about A-E behaviour and effort standards for consistency during moderation.
- Enlist parent and teacher aide representatives for engagement in developing strategic and school wide behaviour management practices.