

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY – RICHMOND HILL SS

### DATE OF AUDIT: 17 SEPTEMBER 2014



#### Background:

Richmond Hill SS is located in Charters Towers and is part of the North Queensland education region. The school has a current enrolment of approximately 400 students from Prep – Year 7. The Principal, Mark Brady, was appointed to the position in 2013.

#### Commendations:

- The Leadership Team has accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that differentiated student engagement and regular attendance are key components to improving student outcomes.
- The school has aligned with other local state schools to deliver a common community approach to behaviour management.
- The school has developed a small number of positively stated expectations: *I am Safe, I am Respectful* and *I am a Learner*. These expectations are visible throughout the school, known by students and are routinely used by the leadership team as a basis for all behavioural conversations.
- There is evidence of a school wide approach to managing student classroom and playground behaviour. The process includes the use of a *Yellow Slip* behaviour referral form and this typically triggers intervention and support from the Leadership Team.
- The school is experiencing an ongoing decline in the number of suspensions, with students reporting that the current strategies are assisting them to make better behavioural choices.

#### Affirmations:

- The Leadership Team meet to case manage high needs students at risk of disengaging from learning.
- The school uses reward and recognition strategies such as *Gotcha's*, *Gotcha Party Day* and *Student of the Week* to reinforce positive student behaviours.
- The *You Can Do It!* program is used by the school to develop students' social skills and this initiative is currently being delivered to all year levels.

#### Recommendations:

- Continue to develop a positive school learning culture by using inclusive processes that will ensure broad engagement from all stakeholders.
- Consider the development of a matrix to guide teacher decisions around the recoding of levels of behaviour and effort on end of semester report cards to ensure a consistent application of standards by all teachers.
- Continue to refine the differentiation to ensure that all students are being extended and challenged through meaningful and engaging class work.
- Establish regular teacher aide meetings to allow the group to identify and deliver relevant professional development, such as the Essential Skills for Classroom Management. Share information and engage in the mandated individual development planning as part of the Developing Performance Framework (DPF).
- Further develop the school's social skilling program by ensuring teaching staff are promoting the key messages through routine explicit teaching. Teaching staff should ensure that there is a strong alignment between the program's messages and the school's three core behavioural expectations.
- Tighten the collection of OneSchool student behaviour data and ensure staff members are consistently and accurately recording minor and major behaviour incidents.
- Routinely engage staff members in analytical discussions around behaviour and attendance data sets and use this opportunity to review and refine whole school policies and individual student strategies.
- Review the student case management process and consider broadening its scope to include monitoring whole school data and policies. Broadening the Leadership Team will also help ensure greater staff commitment and contribution when formulating and implementing student support strategies.