

DISCIPLINE AUDIT

EXECUTIVE SUMMARY- GLADSTONE SHS

DATE OF AUDIT: 9-10 SEPTEMBER, 2013



Background: Gladstone SHS was founded in 1953 and is located near the city centre of Gladstone. The current student population consists of approximately 1218 students. School Wide Positive Behaviour Support (SWPBS) has been implemented at the school.

Commendations:

- The school is driving a very strong agenda around the SWPBS framework. An annual implementation plan for SWPBS has been developed. This strategic process is led by the Head of Department (HOD) Social Justice and a number of teams including Teaching Moments, Acknowledgements and, Data and Communication. SWPBS is an identified whole school key priority as reflected in each teacher's Developing Performance Plan.
- The school's behavioural expectations: Engaged, Respectful, Responsible and Safe, are clearly defined, highly visible, widely communicated, known, and form the basis of behavioural conversations for both positive and inappropriate behaviour. The school has developed a positive student behaviour expectation matrix structured around the school values.
- There is significant focus placed upon intensive student support and welfare by the student welfare teams, featuring a coordinated team based Junior and Senior Secondary approach, and individual case management to assist students at risk of disengaging from learning. This process includes an extensive network of agencies both within and external to the school community, for example, Youth Connections and Roseberry Community Services.
- There is an extensive range of programs that provide targeted intervention and support to a wide range of students, for example, Achieving Results Through Indigenous Education (ARTIE), Vital, Shine and Deadly Choices.
- Processes have been developed to support the implementation of the school's Responsible Behaviour Plan for Students, for example, the Responsible Behaviour Flowchart and the Behaviour Consequences Matrix ensure an alignment across the school.

Affirmations:

- Data is used extensively to inform decision making, modify and design policies and procedures, and to create a supportive school environment for all.
- There is explicit teaching of the weekly behavioural focus, which is reinforced in student daily notices and in the weekly newsletters.
- A system of rewards has been developed to acknowledge positive student behaviour, for example, Positive Postcards for students and staff members, positive cards in diaries and reward days.
- Professional development has been provided to staff members in the Essential Skills for Classroom Management and Classroom Profiling.
- The explicit focus and the strategies implemented to improve student attendance, including the individual tracking of attendance data by the data coordinators has resulted in a reduction in student absences.

Recommendations:

- Continue with the provision of professional development to up skill staff members in effective behaviour management processes. Consider implementing regular classroom profiling observations and feedback to teachers about their behaviour management strategies.
- Develop the skills of parents by delivering high quality evidence based training and information on effective behaviour strategies. Engage parents in the monitoring and review of the school's behaviour management processes.
- Expand the process for the explicit teaching of behaviours to include a focus upon enhancing student social and emotional skills, resilience and wellbeing.
- Continue to review the implementation of SWPBS to ensure consistency of implementation.
- Investigate methods of rewarding positive behavior outside of the classroom.
- Document individual plans for students requiring intensive behaviour support.