

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY – THORNLANDS SS

### DATE OF AUDIT: 27 OCTOBER 2014



#### Background

Thornlands SS is located in the Brisbane bayside suburb of Thornlands and is part of the South East education region. The school has a current enrolment of approximately 730 students from Prep – Year 7. The Principal, Robyn Wilton, was appointed to the position in 2011.

#### Commendations:

- High standards of appropriate behaviour are evident throughout the school. The three newly established expectations, *Be Respectful*, *Be Safe* and *Be Responsible* are evident in the behaviour and attitudes of most students.
- The tone of the classrooms is very good and students are engaged productively in a range of learning activities.
- A very high priority is given towards ensuring all staff members are trained appropriately to deliver the school's Responsible Behaviour Plan for Students (RBPS) consistently across all settings.
- Parents speak very highly about how the school has developed a positive learning environment. The school has established a very positive reputation in the community, grounded in good academic results and good standards of student discipline.
- There is a very strong commitment on behalf of the Leadership Team to use an authentic and valid data set to drive decisions around effective behaviour management. School leaders are able to identify the key aspects of reliable and useful data in OneSchool.
- In 2014, an active and committed team has been established to lead the implementation of Positive Behaviour for Learning (PBL). This team welcomes regular participation by a parent representative, who has significant and positive influence in decision making.

#### Affirmations:

- A current and endorsed RBPS is in place. This provides an appropriate reference point for staff members when managing student behaviour.
- Data concerning positive and inappropriate behaviour has been entered in OneSchool. Teaching staff have begun to refine their understanding of what to enter in OneSchool and how to code entries more effectively.
- Positive student behaviour is acknowledged through the Gold Behaviour Award. Students are invited to participate in Gold Reward Days at the end of each term. Students value this approach.

#### Recommendations:

- Continue to provide the whole school community with appropriate information and training regarding the future implementation of PBL. Consider how the Essential Skills for Classroom Management (ESCM) framework and the *You Can Do It!* social skills program can be used to support teaching staff in the implementation.
- Consolidate the quality work that has been done by the PBL committee by continuing to host regular meetings and by providing systematic and effective communication to the whole school community as appropriate.
- Strengthen protocols around entry of data concerning behaviour into OneSchool so that a rich, reliable and valid data set is available to drive key decision making across the school. Continue to share data with the whole school community.
- Develop a consistent approach to stronger signage of the three school expectations in all settings, so that they are highly visible across the school.
- Review the Gold Behaviour Awards with a view to developing a stronger emphasis on student learning and quality schoolwork. Consider developing an explicit set of positive criteria for achieving a Gold Behaviour Award that aligns with the three expectations.
- Continue to monitor the engagement and effort of all students across the school through formal and informal data analysis.