

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY - HELIDON SS

### DATE OF AUDIT: 15 SEPTEMBER 2014



#### Background:

Helidon SS was opened in 1874 and is situated at the base of the Toowoomba Range, within the Darling Downs South West education region. The P – 7 school has a current enrolment of approximately 160 students. Current Principal, Elizabeth Eilers, was appointed to the position in 2004.

#### Commendations:

- The Principal and school team are well respected and regarded amongst the school and wider community. This is reflected in the high level of parent and student satisfaction achieved in the Department's annual School Opinion Survey (SOS) data.
- The school wide behavioural expectations: *Be Safe, Be Responsible, Be Respectful, Be a Learner*, are known by students and staff members.
- The school's newsletter regularly outlines the school rules and provides specific behaviour examples linked to each teaching focus.
- Teaching staff and Parents and Citizens' Association (P&C) representatives describe the high levels of collaboration and communication provided by the Principal before changes to current practice are made.
- Teaching staff engage in professional development in behaviour management, with a focus on Schoolwide Positive Behaviour Support (SWPBS).
- Monthly SWPBS meetings occur and minutes are recorded. The parent representative on the SWPBS Committee informs the P&C on what discussions, actions and changes have occurred.

#### Affirmations:

- The Responsible Behaviour Plan for Students (RBPS) has been reviewed to ensure it reflects current practice. P&C representatives speak highly of the detailed description of the school's behaviour practices provided by the Principal at P&C meetings.
- There is a detailed transition program in place to prepare Pre-Prep students for primary school.
- Various playtime activity options are provided for students. Student leaders describe a number of engaging activities as well as staff members' effective monitoring of the school grounds.
- To prepare senior students for Junior Secondary, a number of transition days with local secondary schools have occurred for Years 6 and 7. Secondary school representatives have also visited this primary location.
- A school wide expectations matrix is in place and lessons detailing expected behaviours have been developed and are explicitly taught in the classroom.
- As reward for positive behaviour, students receive *Positive Behaviour Awards (PBAs)*. These awards are then drawn out at assemblies. Parents can also receive a postcard from the school if their child displays exemplary standards of behaviour across the semester.

#### Recommendations:

- Build on the behaviour data gathering process and provide regular and formal opportunities to review the data captured through both the school and classroom reward processes and OneSchool data. Include this gathering and reviewing of data in the school data plan, ensuring that minutes of behavioural meetings are recorded.
- Embed the recently adopted, formalised standards, for reporting A-E achievement in Behaviour. Establish a process for moderation of these standards.
- Provide opportunities for parents to participate in training and are provided with information on behavioural support and positive parenting strategies.
- Continue to promote OneSchool as a place to record positive and inappropriate behaviours. Provide further clarity around when a OneSchool report is to be made. Staff members' training around OneSchool and how to write a OneSchool report to be part of this process.
- Continue to enhance the schools SWPBS approach to behaviour management. This positive approach to behaviour is valued by the school community.