

## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY - EUNGELLA SS

**DATE OF AUDIT: 10 NOVEMBER 2014**



#### Background:

Eungella SS is situated 80 kilometres west of Mackay, within the Central Queensland education region. The school has a current enrolment of 38 students. The Principal, Sue Vonthien, has been in the position since 2004.

#### Commendations:

- A strong collegial culture has been established. The Principal and staff members work together in a mutually supportive way and there is a strong sense of shared responsibility in maintaining a safe, caring and disciplined learning environment.
- The core values of the school are defined within the Responsible Behaviour Plan for Students (RBPS). These form the basis of the school's behavioural expectations: *Be Respectful: To ourselves; To others and To our environment*. These expectations are well known and promoted throughout the school.
- These behavioural expectations are reinforced to students on a regularly basis by staff members, and by the Principal at weekly parades.
- The community participates actively in the life of the local township. A free community newsletter *Eungella Regulla* is produced each fortnight by the senior students and staff of the school.
- The school's extensive environmental program encourages students to learn the real meaning of *Being Responsible for our Environment*. Students are involved in developing and maintaining the school garden, recycle waste for the compost, worm farm and chickens. Years 4 - 7 students prepare and share a lunch meal each fortnight. Community and Parent volunteers are mentors for this program.
- Students also participate in a variety of other activities which further support student engagement including: *Daily Brain Gym* and *African Drumming*.
- There is great community support evident and parents speak highly of the school.
- Overall student behaviour is of a high standard and interventions take the form of rule reminders and learning adjustments to cater to student needs.

#### Affirmations:

- The Principal monitors behaviour and attendance data and takes action as appropriate. This data is used to identify specific individual interventions which are highly personalised to student needs.
- *Good On You!* (GOY) awards are given out by staff members on playground duty, to acknowledge students who are positively engaged in play.
- The Principal works with students to develop posters which act as visual reminders of the school expectations. This takes the form of positive affirmations, *Do the Right Thing* (DTRT) and *Playing As A Considerate Team* (PACT). Students can articulate their understanding of these terms.
- Years 6 and 7 students have been involved in a *Transitioning into Junior Secondary* program.

#### Recommendations:

- Review the RBPS to ensure that it is reflective of current school initiatives.
- Develop protocols around data collection to ensure data is purposeful, valid and reliable. Consider using the functionality of OneSchool Class Dashboard, to monitor and track longitudinal behaviour, achievement and attendance data trends, at student and systems level. This analysis can be used to further evaluate the effectiveness of student interventions and classroom management strategies.
- Ensure that the Professional Learning Plan provides opportunities for all staff members to develop their knowledge and skillset around managing classroom behaviour aligned to the RBPS.
- Consider documenting the school's approach to social-emotional wellbeing, to ensure that students are taught skills aligned to the behavioural expectations.