

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – PETRIE TERRACE SS

DATE OF AUDIT: 7 MAY 2014



Background:

Petrie Terrace SS is a primary school located in the Metropolitan education region. The school has been providing learning opportunities to the community since 1868 and currently has an enrolment of 203 students. The acting Principal, David Collins, was appointed in 2013.

Commendations:

- The Principal is driving a positive approach to managing student behaviour and has developed a range of resources and documents to support the agenda that is based on research. The high level of strategic thinking around the further sharpening and narrowing of this agenda, will ensure key priorities are consistently implemented by all staff members.
- There is a respectful and caring nature of relationships evident between parents and staff member interactions.
- The *Art and Science of Teaching (ASoT)* is driving aspects of student engagement in teaching and learning practises at the school.
- The school behaviour expectations of *Respect for Self, Place and Others* are known and followed by staff members, students and parents.
- The *Mindup* and *Peer Support Program* are highly regarded by staff members and parents. These programs aim to support teachers meet the school's student engagement expectations and guide them in maximising their learning opportunities.

Affirmations:

- Teachers are using a range of proactive reward systems at the classroom level to affirm positive behaviour and effort.
- The process of successfully transitioning Years 6 and 7 students into Junior Secondary has continued this year and includes visits to the high school, as well as, developing organisational skills using the *Quality Beginning* program. These skills include the use of diary entries, homework submission timelines and a reflection booklet.
- The Principal and school leaders have developed a *Professional Learning Framework* that aligns with systemic school priorities and staff members' Developing Performance Plans.

Recommendations:

- Further develop protocols and a process around entering incidents of student behaviour by all staff members, to include positive as well as major and minor incidences, in OneSchool.
- Continue to build classroom teachers' data literacy skills to collect, analyse and interpret student data in order to frequently and independently support students in terms of their effort, behaviour and learning.
- Develop staff members' knowledge and usage of dashboard system in relation to this data entry.
- Review the school's expectations so that the processes in the classroom are simple, consistent and embedded in practice for a clear and common understanding by all members of the school community.
- Enlist parent and teacher aide representatives for engagement in the *Learning Welfare Committee*.
- Continue to tailor behaviour lessons to support the consistent, explicit teaching of the school rules and expected behaviours. Ensure the lesson schedule enables emerging behaviour trends, from the analysis of OneSchool data sets, to be addressed through the delivery of focused lessons.
- Develop a criteria matrix to make judgments about A-E behaviour and effort standards for consistency during moderation for reporting.
- Consider aligning the key elements of the *Learning to Learn* program with the ASoT domains to bring clarity around class routines and expectations for maximisation of teaching and learning time allocation.