

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY – CURRAJONG SS

### DATE OF AUDIT: 8 MAY 2014



#### Background:

Currajong SS is located in the western suburbs of Townsville in the North Queensland education region. The school has a current enrolment of approximately 620 students. The Principal, Anthony Ryan, has been at the school since 2009.

#### Commendations:

- Classrooms in the school are universally characterised with orderly, organised, positive spaces to learn. Teachers use a school wide system to plan differentiation to match instruction closely to learning needs.
- The school's well maintained facilities, along with a number of new facilities, have provided students with an attractive learning environment.
- The school has set of values: *Respect, Responsibility, Resilience, Curiosity* and *Safety*, which are highly visible and used in all classrooms.
- A number of school wide systems based on A-E reporting and a *Cool School Reward Day*, target and reward long term student behaviour across the school.
- Highly structured, positive and high demand pedagogy ensures students in most classrooms are actively engaged and striving to do their best.
- Parents, students and staff members report that the school strives hard to create a warm and inviting school environment.
- In the last four years, the school consciously moved its philosophy and practices to be inclusive of all in the community, particularly those with diverse and challenging learning needs. Special Education Program (SEP) staff members have led the skill development that has supported this change.
- The school leadership has been most successful in forming community partnerships that provide support and opportunities to increase resources for students to engage at school.
- Teachers are using OneSchool to record incidents of positive and inappropriate behaviour.
- The *Playground Team* has developed an excellent monitoring system to ensure inappropriate behaviour in the playground is monitored and followed up.

#### Affirmations:

- In most classrooms, teachers have established discrete classroom rule sets supported by a variety of short term rewards systems.
- The administration and teaching staff work hard to build working relationships with parents.
- Teacher aides have been trained alongside teaching staff and are a valuable teaching resource.
- Groups of trained volunteer parents support the work of teachers, particularly in supporting reading in many lower school classrooms.

#### Recommendations:

- Continue to use the expertise of some staff members, particularly SEP staff, in coaching and mentoring teaching staff in dealing with high needs behaviour students.
- Explore functional behaviour analysis to ensure strategies used by staff members target the desired behaviour improvement.
- Continue to focus on the five values, ensuring that the behaviours they represent are a feature of all classroom, playground and school wide systems.
- Review the current rewards system to ensure that a variety of reward activities provides incentive for all students to strive to demonstrate desired behaviours.