

DISCIPLINE AUDIT

EXECUTIVE SUMMARY - COOPERS PLAINS SS

DATE OF AUDIT: 11 MARCH 2014



Background:

Coopers Plains SS is located in the Metropolitan education region with an current enrolment of 215 students from Prep to Year 7. The Principal, Miss Wendy Neal, was appointed in 2007. The school takes pride in providing a safe secure and challenging learning environment for all students.

Commendations:

- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground. These highly visible and continually communicated expectations are evident in the behaviour of most students.
- *The Kids Hope Mentoring* program, the *Bounce Back* program and the *Chaplaincy* program enhance the school's supportive environment.
- The school leadership team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring that disruptive behaviour is dealt with promptly and in a supportive manner.
- The introduction of *The Coopers Way* has been instrumental in formalising student behaviour centered on the three rules of, *Respect, Safety and Learning*.
- Teachers use a wide variety of strategies, aligned to the school's three rules within their classrooms to acknowledge students' acceptable and noteworthy behaviour.
- School assemblies are used to celebrate students' achievement, effort and learning.
- Students are well aware of the good behaviour expectations and of the consequences of inappropriate behaviour.

Affirmations:

- All teachers actively teach and continue to revise the behaviour rules within their classrooms and the playground.
- The school's physical environment provides many areas of choice for students to play and interact safely with others. Areas such as the sand sculptures, peace garden, playground, ovals and the library provide students with a variety of play and quiet places.
- Overall student behaviour is of a high standard and adopted strategies are working successfully.
- There is evidence that OneSchool behaviour data has been utilised when reviewing school procedures.

Recommendations:

- Continue to embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Review the school's data plan so that behaviour information is included in the systematic collection of data.
- Review attendance protocols to ensure that the *Every Day Counts* strategy is effectively enacted.
- Continue to provide opportunities to engage the full range of parent and community representatives in developing the school's approach to behaviour management and program development.
- Continue to enhance community partnerships to grow learning and leadership opportunities.
- Review the school's reporting protocols so that effort and behaviour ratings are consistent across the school.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the Dashboard.
- Establish stronger connections with the local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition of students to Junior Secondary.