

DISCIPLINE AUDIT

EXECUTIVE SUMMARY- PEREGIAN SPRINGS SS

DATE OF AUDIT: 21 – 22 AUGUST 2013



Background:

Peregrian Springs SS opened in 2010 and has experienced significant growth resulting in the implementation of an enrolment management plan. The school, located in the North Coast education region, has a current enrolment of 734 students. Dr Gwen Sands, the foundation Principal, was appointed to the position in 2009.

Commendations:

- The Principal and the school leadership team have developed and are driving an explicit, detailed and positive approach to managing student behaviour. School climate is characterised by high staff and student morale, positive respectful relationships between all members of the school community and high expectations of personal and group behaviour.
- The school values, identified by students and refined by staff members of Be Safe, Be Responsible, Be Respectful and Be Courteous, are visible throughout the school and are known by all staff members and students. The active promotion of these values has impacted positively on school culture.
- The Principal and other school leaders have accepted personal responsibility for ensuring a safe supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement is a key to improved student learning.
- School leaders place a high priority on the ongoing professional learning of all staff members and on the development of a school wide, self-reflective culture focused on student engagement.
- There is strong support from the broader community and parents speak highly of the school's management process, positive relationships, quality learning outcomes and focused strategic direction.

Affirmations:

- Teachers take personal responsibility for the implementation of clear and consistent behaviour expectations at the classroom level.
- There is a strong internal process for the collection and analysis of data, led by school leaders, that is actioned to enhance behavioural outcomes, track attendance and monitor engagement.
- Links to the broader community provide students with a range of distinctive education and alternative activities, clearly focused on sustaining high levels of student engagement.
- The Parents and Citizens' (P&C) Association endorse and demonstrate strong support for the implementation of the Responsible Behaviour Plan for Students (RBPS).
- The School Expectations Matrix clearly outlines values and expectations and forms the basis for behavioural conversations.

Recommendations:

- Continue to engage the teaching team in the development and implementation of effective pedagogical practices that enhance student learning outcomes and consolidate the positive attendance, behaviour and engagement trends.
- Continue to enhance the skills of parents by providing access to high quality evidence based training and information on effective behaviour strategies.
- Review strategic partnerships with families, local businesses, government agencies and community organisations to evaluate their success in terms of student engagement.
- Continue to develop the reflective process that has developed from the practice of classroom profiling of the teaching team, as a strategy to enhance the current high level of teacher professionalism.