

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – BRASSALL SS

DATE OF AUDIT: 28 AUGUST 2014



Background:

Brassall SS was established in 1894 and is located in Ipswich, within the Metropolitan education region. The Prep to Year 7 school has a current enrolment of 858 students, with 56 students being supported by the Special Education Program (SEP). The Principal, Greg Brand was appointed to the position in 2012.

Commendations:

- The school has a functioning Schoolwide Positive Behaviour Support (SWPBS) Committee which is leading the behaviour improvement agenda with enthusiasm and fidelity.
- The Principal, Leadership Team and the SWPBS Committee are driving an explicit, detailed and positive approach to managing student behaviour. This agenda is couched in terms of high standards, clear expectations of student behaviour and a rigorous consistent approach to the processes of recording data.
- Behavioural expectations, which are highlighted through the consistent use of the *Brassall Bee* brand, are highly visible and engaging throughout the school environment.
- There are a variety of effective school wide reward systems in place including: Pollen Points, Buzz Cards, Class Honey Pots, celebration days and *Buzz of the Week Awards* to encourage all students to demonstrate appropriate behaviours in the classroom and in the playground.
- There is consistency of practice and a commitment by teachers to the explicit teaching of appropriate behaviour using the weekly lesson plans and supporting resources which have been developed by staff members. The commitment from staff members is due to their involvement in the development and review of all aspects of the SWPBS framework.

Affirmations:

- The process for referring students to Buddy Class, the office and the Reflection Room has become more consistent and detailed, providing valuable information about student behaviour using a standardised approach.
- There is a high level of communication between parents and the school providing information to parents about the SWPBS process, expectations of behaviour and individual student achievement.
- Students, teachers and parents express a very high degree of support for the Behaviour Plan.
- There is a high level of interaction and support from external agencies to support families and students who display challenging behaviours.
- All members of staff have a current Performance Development Plan and these plans include requests for professional development related to the SWBPS framework.
- The Junior Secondary Action plan includes opportunities for successful Years 6 and 7 transition into secondary school. These include reciprocal visits of teaching staff, transition days for students and information sessions for parents.

Recommendations:

- Continue to provide professional development and opportunities for staff members to engage with the process of functional behaviour analysis, to identify triggers for student behaviour and target effective intervention strategies to support students with more significant behavioural issues.
- Provide opportunities to engage the full range of parent and community representatives in reviewing and refining the school's approach to behaviour management.
- Develop criteria for making judgements about A-E Effort standards for consistency during moderation.
- Continue to collect and collate data concerning behaviour and develop further processes to analyse data to drive decision making across the school.
- Ensure that all teaching staff are differentiating the curriculum to meet the needs of all learners and maximise student engagement in all classrooms.