

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – ROBINA SS

DATE OF AUDIT: 27 OCTOBER 2014



Background:

Robina SS is located 11 kilometres south of the Gold Coast's Surfers Paradise, within the South East education region. The school has been providing learning to the community since 1990 and has a current enrolment of 820 students from Prep – Year 7. The Principal, Christopher Eveans, was appointed in 2012.

Commendations:

- The Principal and school leaders are beginning to establish a rigorous, consistent whole of school process for the management of student behaviour and engagement. This is strongly based on the research of Mazarno and the Positive Behaviour for Learning (PBL) process.
- The school has a set of values: *Pride, Friendship and Respect* that are aligned to the school wide expectations of *Be Safe, Be Responsible and Be Respectful*.
- A strong culture of respect and caring relationships exist in the school community. Students and parents speak of caring teachers in a caring school.
- The Principal and Leadership Team are driving an explicit improvement agenda towards building the routines, expectations, pedagogical skills, programs and focus around the early years programs, as well as, the schools approach towards the teaching of reading.

Affirmations:

- The school has a process for the successful transition of Year 6 and 7 students into Junior Secondary, involving reciprocal visits, specialised lessons and information sessions.
- Some teaching staff display a high level of initiative and creativity to further develop their behaviour management strategies and enhance the classroom environment.
- The school is implementing Personal Development Plans for all staff members.

Recommendations:

- Build teaching staffs' understanding of outstanding teacher pedagogy combined with appropriate student learning behaviours. This in turn, will enhance engagement and lift student achievement.
- Consider using the process of Profiling to support the Essential Skills for Classroom Management (ESCM) to enhance staff members' skills.
- Continue to develop an agreed set of expectations and clarity around what minor and major behaviours are through regular, robust discussions, with a specific focus on minor behaviours.
- Continue the expectation and process around entering positive and minor classroom learning behaviour incidents into OneSchool. Discuss the required number of entries to get a balanced data capture for making informed decisions around whole school, year level and individual issues. Include this in the school Data Plan.
- Build on the school's data process to enhance teacher ownership and data literacy skills, by engaging teachers in their own dashboard audits. Teaching staff will be able to independently and frequently monitor student achievement, attendance and behaviour data.
- Develop an A-E Behaviour and Effort rubric to ensure consistency during moderation.
- Build a series of lesson plans to support a weekly schedule of targeted behaviours that reflect the values expected at the school, as well as, being responsive to data analysis.
- Enhance student engagement and a sense of pride and purpose in the classroom by establishing whole school expectations for bookwork, as well as, displaying current student work and relevant visually appealing artifacts.
- To enhance students' engagement and purpose for completing tasks, ensure teaching staff give meaningful and manageable written feedback on a regular basis.