



DISCIPLINE AUDIT

EXECUTIVE SUMMARY - EAGLEBY SOUTH SS

DATE OF AUDIT: 24 OCTOBER 2014

Background:

Eagleby South SS located on the southern edges of Logan City between the twin rivers, Logan and Albert, within the South East education region. The P - 7 school has a current enrolment of approximately 440 students. The Principal, Andrew Barnes, was appointed to the position in January 2010.

Commendations:

- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined in the classrooms and playground and are evident in the behaviour of most students.
- The introduction of Schoolwide Positive Behaviour Support (SWPBS) has led to a unified approach to improving student behaviour.
- The creative establishment of *The Bike Shed*, *Boys' Zone* and *Girls' Spot*; and the use of the library and computer lab have provided additional organised activities for all students during lunch breaks.
- An attendance target of 92 per cent has been set and the use of the *Walking School Bus*, *Breakfast* programs and home visits are strategies employed by the school to increase student attendance. Students are actively encouraged to be at school every day, be on time, and ensure absences are explained.
- *Eagleby South SS Integrated Community Support* (ESSSICS) has been established with more than thirty government and non-government organisations working together to assist the students and their families.
- *Yugambeh* as the Languages Other Than English (LOTE) language, *Indigenous Family Art Workshops*, *Homework Club* and parent sessions provided by school personnel ensure a supportive learning environment for all students.
- Teachers use a wide variety of strategies aligned to the school's rules within their classrooms to acknowledge students' acceptable and noteworthy behaviour.
- School assemblies each Monday are used to celebrate students' achievement, effort and learning. The presentation of student certificates are a highlight. Each week the focus rule is presented and teaching staff follow up with a class lesson to reinforce the rule.

Affirmations:

- All staff members have a current Performance Development Plan and these plans include requests for professional development related to the school's explicit improvement agenda.
- The Special Needs Action Committee (SNAC) caters for the individual learning and social needs of all students. This team coordinates and assists teachers to differentiate extension and support programs, to maximise the resources available and to realign class programs to meet student needs.
- Teachers are increasingly entering behaviour incidents and details of parent contact into OneSchool and have also increased the entering of positive interactions with students.

Recommendations:

- Support the SWPBS Committee in systematically developing a safe, supportive and disciplined learning community.
- Review the school's data plan so that attendance and behaviour information is included in the systematic collection of data.
- Maintain the focus on improving student attendance and ensure that the *Every Day Counts* strategy is effectively enacted. Consider including incentives for improved attendance.
- Utilise the school's website as a means of communication to the wider community. Include the school's Responsible Behaviour Plan for Students (RBPS) and current newsletters on the website.
- Enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the Dashboard.
- Maintain strong connections with the local high school to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students to Junior Secondary.