

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY - BAY VIEW SS

### DATE OF AUDIT: 2 APRIL 2014



#### Background:

Bay View SS is located on the eastern boundary of Redland city, south east of Brisbane. The school was established in 2010 through the first public-private partnership between the Queensland Government and Aspire schools. The school currently has 663 students enrolled in Prep to Year 7. The Principal, Peter Black, was appointed in 2010.

#### Commendations:

- The respectful and caring nature of relationships that is evident between all stakeholders. This is reflected in the positive way in which staff members, students and parents interact.
- The school has a set of values that are research based, clearly defined, widely communicated, embedded in practice and are evident in the behaviour of students.
- Appropriate student behaviour is positively reinforced across the whole school through the implementation of *Gotchas*, *Values Passport* and *GEM* systems. These systems recognise individual positive behaviours on a daily, weekly and school term basis.
- Teachers recognise appropriate behaviour and effectively manage inappropriate behaviour in the classroom through the consistent implementation of the *Behaviour Ladder*.
- School leaders and teachers frequently and proactively communicate with parents regarding the school values, whole school behaviour support systems and behaviour incidents through a range of communication modes but especially newsletters, phone calls, emails and parent meetings.
- The school has collaboratively developed and reviewed the Responsible Behaviour Plan for Students (RBPS). The plan is utilised by staff members, available on the school's website and included in parent handbooks.

#### Affirmations:

- The school has a small number of positively stated school rules that are visible throughout the school and evident in the behaviour of students.
- School values are explicitly and systematically taught to students through class lessons and incidental learning opportunities. The *Value of the Week* is reinforced with the school community through school assembly and newsletters.
- A renewed focus on establishing rules and routines in every classroom at the commencement of each school year has been implemented through the *Setting up the Classroom Culture* initiative.
- Students frequently exhibiting inappropriate behaviours over an extended period of time are provided with a range of support interventions through the *tiered support system*. Regular communication with parents is a feature of this system which includes internal and external support strategies.
- Referral data on *Reflection Room* referrals is captured, collated and analysed by school leaders.

#### Recommendations:

- Develop a Behaviour Support Action Plan to identify key strategies designed to improve student behaviour, maintain consistent implementation of whole school processes and build staff capacity.
- Develop a matrix that clearly articulates the relationship between the school values and rules.
- Build reliable behaviour profiles of students in OneSchool by implementing a protocol that ensures teachers capture parent contact associated with a student's behaviour as part of a behaviour incident.
- Develop a set of whole school micro-lessons and associated resources to support the explicit teaching of the school values and rules.
- Develop a school wide system for the consistent collection of behaviour data. Utilise OneSchool to access school, school phase and year level behaviour data. Systematically analyse the range of data sets to identify behaviour trends and to monitor the effectiveness of intervention strategies.
- Increase the frequency of recording positive behaviour incidents in OneSchool.
- Continue to build staff members' capacity to support student behaviour and consistently implement school processes through targeted professional development and training aligned with a whole school Learning Plan and staff performance development plans.