



DISCIPLINE AUDIT

EXECUTIVE SUMMARY - BARKLY HIGHWAY SS

DATE OF AUDIT: 7 OCTOBER 2014

Background:

Barkly Highway SS is located on the northern side of the mining city of Mount Isa, within the North Queensland education region. The P - 7 school has a current enrolment of approximately 504 students, with 22 per cent of students identified as being of Aboriginal and Torres Strait Islander culture. The Principal, Mr Ross Kubler, was appointed to the position in 2012.

Commendations:

- School leaders are driving a culture of high expectations for the behaviour of all students through the implementation of the school's revised processes for encouraging and managing students' attendance, behaviour and engagement. These expectations are frequently communicated to students, parents and staff members.
- The number of students referred to the *Time-Out Room* has substantially reduced in 2014.
- The school's values, known as the *Barkly Bs: Be Responsible, Be Respectful; Be Resilient; Be a Learner* are well known by students and staff members.
- Respectful and caring relationships are evident between all stakeholders and this is reflected in the positive way in which staff members, students and parents interact.
- The new Behaviour Support Committee has been highly effective in leading the roll out of its Action Plan for the revitalisation of behaviour support for students, ably led by the Support Teacher: Literacy and Numeracy (STLaN)
- The support provided for teachers by the Leadership Team, in providing for students with challenging behaviours and exceptional learning needs is highly valued.

Affirmations:

- Most teachers have in place a range of effective positive reinforcement strategies, including the *Gotcha Reward System* for playground use, to recognise appropriate student behaviours.
- The school is focused on preparing Years 6 and 7 students for transition to high school through the nurturing of a strong relationship with Spinifex College. The program, *Tools for Change*, includes a very detailed transition program and information sessions for parents and students.
- Teachers are encouraged to contact parents on a regular basis to engage their support for student learning and to develop close relationships between home and school.
- There are clear links between the building teacher capability for enhanced pedagogy, learning engagement and behaviour support through the provision of quality professional development and coaching.
- There are regular data discussions through the Behaviour Support Committee; and student support issues are considered part of this process.

Recommendations:

- Continue to develop consistency of teacher implementation of all aspects of the revised whole school behaviour management process. In particular, ensure that the explicit teaching of underlying values and social skills occurs in all classrooms and that consequences for inappropriate behaviour in the playground are consistently followed.
- Further develop partnerships with health and community agencies for planning and implementing wrap-around services for families of students exhibiting extreme and challenging behaviours.
- Consistently follow the consequences set down in your school's Responsible Behaviour Plan for Students (RBPS) to ensure minimum disruption in the classroom.
- Consider the use of reflection time and feedback routines with students at the end of the main lunch break, to proactively deal with issues from the playground.
- Continue to align class level and school wide reinforcement strategies to ensure a strong link between the *Barkly Bs* with all reward systems. Explore the possibilities of linking student privileges to your Gold, Silver and Bronze levels.
- Consider re-energising your *KidsMatter* program to support student wellbeing.