



## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY- BELGIAN GARDENS SS

DATE OF AUDIT: 16-17 OCTOBER 2013

#### Background:

Belgian Gardens SS is a P - 7 school which opened in 1887. The school is a School Wide Positive Behaviour Support (SWPBS) school with a current enrolment of 563 students. Current Principal, Suzanne Currin, was appointed to the position in July 2011.

#### Commendations:

- The Principal, leadership team and staff members are united and passionately committed to the goal of all students, achieving high standards in attendance, behaviour and achievement.
- A review of school data relating to attendance, absenteeism, school disciplinary absences, behaviour incidents from 2010 – 2011 and a commitment to implementing SWPBS informed the development of the school's Responsible Behaviour Plan for Students (RBPS).
- The school rules: *Be Respectful, Give your Best, Show Responsibility and Stay Safe* are highly visible through the school and are known by all staff members and students. All students sign a contract committing to uphold school expectations.
- Explicit procedures are in place that support a consistent and shared responsibility for student management.
- The Well-Being team meet regularly to review behavioural data. Data is used to review the effectiveness of the school's RBPS and identify specific behaviour to be revisited in the operational and instructional process.
- A strong culture of respect and caring relationships exist within the school. Staff members, students and parents speak highly of the school. Student behaviour is respectful.
- Positive behaviour is reinforced through the *Latch On* reward system. These rewards provide students with feedback and incentive for engaging in expected school behaviour.
- The implementation of unique environmental programs including fish breeding, aviaries, aquaponics, and rainforest revegetation enhance student engagement and connections to the broader community.

#### Affirmations:

- The school employs a student Well-Being teacher to provide advice to teachers and support to students with emotional, social and behavioural difficulties.
- Focus behaviour lessons are conducted by classroom teachers and reinforced through Well-Being Assemblies conducted by the Principal, Well-Being Teacher, Guidance Officer and a parent.
- All teachers use the OneSchool system for recording behavioural incidents (both positive and inappropriate).
- Individual Behaviour Support Plans are developed for students with specific behavioural needs.
- The school has implemented an Anti-Bullying policy including an approved Student Self Defence Process.
- A *Young Leaders* program has been implemented to give students a voice in school decision making and direction setting.

#### Recommendations:

- Develop the capacity of all teachers to use data and associated evidence to differentiate the curriculum, pedagogy and classroom environment for students with complex behaviour and learning needs.
- Consider implementing a skills program linked to learning, to develop sustainable social and emotional competencies for all students.
- Build upon the *Bucket* (pay it forward) and *Seahorse* (community) analogies in furthering intrinsic well-being initiatives.
- Continue to systematically gather and interrogate attendance, achievement and behaviour data, including positive and inappropriate behaviour, to develop and review interventions to meet the differentiated needs of cohorts and individual students.
- Consider building upon the collegial relationships and outstanding teaching practices to provide a platform for peer mentoring and collegial coaching.
- Celebrate and build upon the high standards of student behaviour across the school to maintain a focus on high levels of student engagement and academic achievement.