



## DISCIPLINE AUDIT

### EXECUTIVE SUMMARY – CAMERON DOWNS SS

**DATE OF AUDIT: 27 OCTOBER, 2014.**

#### Background:

Cameron Downs SS is a small remote rural school located on Cameron Downs Station, 63 kilometres south of Hughenden, within the Northern Queensland education region. The P – 7 school has a population of 3 students. The Principal, Rhonda Hawthorne, was appointed to the school in 2014.

#### Commendations:

- The Principal and staff members have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment.
- There is a very strong community and family atmosphere to the school with a positive, friendly tone and culture evident. There is a strong focus on valuing the whole child and providing a highly supportive environment.
- Parents speak positively of the school leadership and the quality communication and relationships. There is strong collaboration with the Parents and Citizens' Association (P&C) with a resulting shared pride in the school.
- The school's four school rules: *We are Proud Learners who are: Safe, Responsible and Respectful*, are visible throughout the school and are readily identified and understood by students.
- A program for the explicit teaching of values, aligned to the school's four rules, is implemented weekly and includes elements of the *Room 14: A Social Language Program*.

#### Affirmations:

- The school is implementing Schoolwide Positive Behaviour Support (SWPBS) as the underpinning foundation for enhancing behaviour and ensuring a positive learning environment. The P&C endorses the school's Responsible Behaviour Plan for Students (RBPS).
- The school positively recognises appropriate behaviours and achievement through *Gotcha* rewards, which are recognised publicly in the school's newsletter.
- The school implements the *High 5* strategy which develops student's problem solving, resilience and personal relationship skills.
- The school has considered the implications of the entry of Year 7 into Junior Secondary, as part of the *Dalrymple Alliance*, whilst not having any students who will be impacted directly by this.
- The school has a clearly communicated attendance target and engages parents with this target in the school's newsletter. Attendance data reviews are completed regularly.

#### Recommendations:

- Continue to deeply engage the community in the positive developments and culture of the school; and the goals and outcomes sought through the implementation of SWPBS.
- Enhance the engagement of staff members in professional development, observation and developmental feedback to embed the delivery of a consistent, whole school pedagogical practice which supports and enhances student learning and the goals of SWPBS.
- Review the school's data plan to include regular cycles of school wide analysis and discussion of systematically collected data on student behaviour and attendance. This data analysis should consider the overall school picture and trends in order to enact a continuous improvement process.
- Consider reviewing the school's Effort and Behaviour matrix used in term reporting, against the four SWPBS rules to further align and embed a consistent understanding of the high expectations at the school. Furthermore utilise the revised matrix as a platform for student reflection and goal setting.
- Continue to refine and document the annual plan of lessons for the explicit teaching of school values and desired behaviours to ensure a developmental progression. Consider strategies to differentiate the program for the lower and upper school students to ensure ongoing engagement and relevance.
- Consider additional opportunities to enhance the recognition of positive behaviours, community service and attendance, to ensure meaningfulness to students and effectiveness within SWPBS into the future.