

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY – KRUGER SS

### DATE OF AUDIT: 27 AUGUST 2014



#### Background:

Kruger SS was established in 1978 and is located approximately 30 kilometres west of Brisbane, within the Metropolitan education region. The current school population is approximately 980 students and reflects a multi-cultural and diverse demographic. The current Principal, Ms Jody Stehbens, was appointed to the position in 2012.

#### Commendations:

- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed in 2013. The leadership provided by the Positive Behaviour Support (PBS) committee has enabled the school to contextualise the elements of Schoolwide Positive Behaviour Support (SWPBS) and to drive a progressive reform agenda.
- The school's endorsed expected behaviours are *Be Safe, Be Respectful* and *Best Effort*. These behaviour expectations are informed by a matrix of expectations and explicit classroom teaching to indicate how students can display the expectations in class learning and the playground. Staff members and students are able to articulate the schools expected behaviours.
- A significant feature of the learning environment is the use of short cycle data sets to inform decision making by teaching staff. The PBS Committee reviews the data on a regular basis and adjusts the lesson of the week to respond to changing patterns of behaviour.
- Positive student behaviour is reinforced through a range of consistent practices across the school, including *Smart Start*, lesson of the week, student Check-In procedures, *Break Space*, *Pride of Kruger Awards* and a *Traffic Lights* system to monitor individual behaviours. Expected behaviours are reinforced by the use of *Gotcha Awards* used on a daily basis and celebrations at parades.
- The Principal and Leadership Team are driving a very positive approach to creating a supportive learning environment and have a strong focus on the learning engagement of all students in the curriculum.
- The school has a range of innovative monitoring and management systems in place to improve student attendance and has experienced encouraging improvements in attendance patterns.
- The school is in contact with the local secondary schools to develop a Junior Secondary transition program to assist senior primary students in the transition to Junior Secondary in 2015.

#### Affirmations:

- Respectful and caring relationships are evident in the school environment. This is reflected in the building of supportive relationships with families and the positive way in which staff members and students interact. Active parents report that staff members are very welcoming and are very willing to work with families to improve the learning opportunities for their children.
- Whole school behaviour expectations and classroom expectations are visible throughout the school and are prominently displayed in classrooms.
- Professional development for all staff members and comprehensive resourcing has ensured the student's learning environment is progressed by an articulate and well trained faculty.
- Staff members and parents describe positive stories of children with complex behaviours being intensively supported by school staff members and agencies engaged by the school to modify and adjust the curriculum to suit the learning needs of the supported student.

#### Recommendations:

- Continue to embed the progressive work of developing safe and supportive learning environment to engage students through the use of school wide practices, protocols and procedures that provide consistency across the school.
- Further explore the refinement of criteria for minor incident data entry to provide timely information about emerging trends in student behaviour.
- Consider the development of a shared matrix of criteria as a guide to making consistent judgements for Effort ratings for students to reflect the much higher levels of engagement by students in their own learning. This will provide consistency of practices across the school and provide an opportunity for students to self-evaluate their levels of effort in each curriculum area and provide a criterion of goal setting.