

# DISCIPLINE AUDIT

## EXECUTIVE SUMMARY- ASHGROVE SS

### DATE OF AUDIT: 19-20 AUGUST 2013



#### Background:

Ashgrove SS opened in 1877 and is a P-7 Independent Public School located in Brisbane. The school has an enrolment of 728 students. Current principal, Patrick Murphy, was appointed to the school in 2002.

#### Commendations:

- The school has a number of positively stated school wide expectations that are clearly defined with associated levelled consequences. These expectations are evident in the behaviour of students and are reinforced to students at weekly parades by the Principal.
- High expectations of behaviour are communicated to staff members through the Ashgrove Absolutes.
- Processes are in place that support a consistent and shared responsibility for student management. The incident report books and rethinking room debriefing report templates are examples of this.
- The You Can Do It! (YCDI!) program philosophy is embedded throughout the school.
- All students are engaged in goal setting. Goals are individualised to students' academic and social/emotional needs. Some staff members link these goals to the YCDI! habits of the mind.
- Positive social and academic endeavours are reinforced through the Ashgrove All Star Awards. These awards align to the YCDI! skills.
- Students who self manage their behaviour as per the school expectations are rewarded at the end of each semester with a Gold Behaviour Certificate. 97 percent of students received a certificate as part of the 2013 Semester 1 Reporting process.

#### Affirmations:

- Deputy Principals and some teachers are recording behaviour incidents and some positive behaviours in OneSchool.
- The school has several trained profilers in Essential Skills for Classroom Management (ESCM) who are beginning to profile teachers and provide feedback on classroom management and behaviour strategies.
- The Ashgrove Achiever Award system has replaced the Student of the Week award as a means to more meaningfully acknowledge students who are positively engaged in learning.
- Students articulated an understanding of the school's behavioural expectations.
- Teachers, in consultation with students, have developed classroom processes, which reward and acknowledge positive behaviours and outline consequences for inappropriate behaviour.
- Parents articulated support for the school and the behaviour management processes.

#### Recommendations:

- Review the Responsible Behaviour Plan for Students to refine the rules of Health and Safety, Respect, Consideration and Responsibility, to ensure these are highly visible, easily defined and known by staff members, students and parents.
- Provide regular opportunities for parents to engage in reviewing and evaluating the school's approach to behaviour management, including the Anti-Bullying Policy to ensure it remains an effective strategy for students in dealing with conflict resolution.
- Encourage staff members to record incidents of behaviour (positive and inappropriate) in OneSchool. Develop protocols and implement procedures to ensure that the data collected is valid, reliable and purposeful.
- Develop a systematic process, involving the regular collection and analysis of the full range of available student data including behaviour (positive and inappropriate), engagement and achievement data at student and systems level. Use this data to evaluate the implementation and effectiveness of the school's pedagogical framework and behaviour plan.
- Continue to provide opportunities for staff member's professional development. The classroom profiling program provides an excellent example of how the school can develop a school wide, self-reflective culture focused on student engagement in the learning process.
- Continue to build upon and celebrate the high standards of student behaviour across the school to maintain a focus on high levels of student engagement and academic achievement.