

DISCIPLINE AUDIT

EXECUTIVE SUMMARY- COOMERA SS

DATE OF AUDIT: 22 - 23 OCTOBER 2013



Background: Coomera SS is a metropolitan school located at the northern end of the Gold Coast. The school has a population of 980 students from P – 7, including 57 students enrolled in the Special Education Program (SEP) and 31 young children attending the Early Childhood Development Program (ECDP). It is an Improving Literacy and Numeracy National Partnership school.

Commendations:

- The school leadership team along with the Student Services Team have introduced a wide range of strategies to provide a safety net for students with special learning and behavioural needs. Programs are provided through partnerships with a range of agencies such as the *One School – One Community Bullying Program* with Bond University, *Indigenous Kids Attendance Program* with the Gold Coast Sons, and the *Get Real Program* in conjunction with Lifeline and the Titans Learning Centres.
- The school is very inclusive and the school leadership team, support staff members and teachers work closely with parents of students with high levels needs, to maintain their successful engagement with learning.
- Staff members and parents described significant behavioural and attitudinal reform by students resulting in re-engagement in learning.
- There is considerable student voice in the school and students are given regular opportunities to provide formal feedback on the quality of their teaching experiences.

Affirmations:

- The *Step* and *Star Chart* process is embedded across the school to give students feedback on their behaviour and effort.
- The *High 5* strategy for dealing with bullying and conflict resolution is well understood and used by students.
- Some teachers are using the *ClassDojo* (classroom management program) trend spotter feature to map and monitor both positive and unproductive behaviour in the classroom.
- There are many opportunities for parents to learn how they can support their children's learning through *Awareness Sessions* and innovative online podcasts and information.

Recommendations:

- Develop a more explicit approach to the teaching of behavioural expectations linked to the school's Health and Physical Education program. This will enhance the consistency of language and discipline practices across the school, supported by the school's innovative use of Information Communications Technology (ICT) resources.
- Continue to develop whole school behaviour data tracking systems to strategically plan and review strategies and programs for students with high needs.
- Continue to develop small group programs for targeted groups of students and review the role of the Guidance Officer and the Student Assistance Committee (SAC) in terms of the proactive planning, implementation and ongoing monitoring of these programs.
- Complete the review of the lunchtime *Drop In Centre* to maximise the benefits for students requiring social skill development. Consider whether a referral base process is needed.
- Clarify protocols and expectations for teachers and the use of OneSchool to track both positive and challenging behaviours and to move students to Phase 2 support.
- Continue to build classroom teachers' capacity to analyse, interpret and act on student data in order to more independently support students in terms of their behaviour and learning. Consider the concept of data coaching and goal setting around OneSchool Dashboard profiles.
- Consider the use of class profiling to support classroom teachers with more challenging students.
- Continue to build existing partnerships with Allied Health Services to support students and families.