DISCIPLINE AUDIT

EXECUTIVE SUMMARY - TORQUAY SS

DATE OF AUDIT: 7-8 AUGUST 2013

Background:
Torquay SS, located in the North Coast education region, originally opened in 1901 as a provisional school. The provisional school was closed and the school was rebuilt in its current location, opening in 1937. The current Principal, Ms Angelique Kropp, was appointed to the school in 2012.

Commendations:
- The school uses data to inform decisions about the effectiveness of the Responsible Behaviour Plan for Students and decisions concerning individual and groups of students.
- Teachers enter data to OneSchool of behaviour incidents and positive behaviour. This data is used for teacher reflection via the teacher dashboard.
- The Torquay Tower is displayed in each classroom and is used by teachers to record student progress and provide feedback.
- Teachers, in consultation with students, have developed classroom processes which reward and acknowledge positive behaviour and outline clear consequences for inappropriate behaviour.
- The Indigenous Support Worker provides support for students and families, assists in the development of Care Plans for identified students and provides professional development support to staff members in the school.
- The school has developed a range of community partnerships to support students.
- Student volunteers are trained as peer mentors and are timetabled into playground areas to support students across the school.

Affirmations:
- The school is making plans to implement School Wide Positive Behaviour Support (SWPBS).
- Teachers develop classroom approaches to reward students and provide feedback to students on their behaviour.
- The Behaviour Support Teacher supports students and teachers. This role is well regarded in the school.
- The school has developed a set of expectations that are visible in classrooms and reflected in the behaviour of most students.
- The Bronze, Silver and Gold awards are well regarded by students.
- Teachers receive regular professional development in behaviour management approaches and practices, aimed at developing a consistent approach across the school.
- The school is implementing the Art of Science and Teaching (ASOT) and using specific design questions to reinforce behaviour expectations and consistent practices.

Recommendations:
- Continue with plans to implement SWPBS systematically across the school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement.
- Consider the development of a moderation process around behaviour and effort ratings to ensure whole school consistency of teacher judgments.
- Engage in conversations and develop plans to ensure all staff members have a strong and optimistic commitment to the school wide approach to managing student behaviour and the development of a culture that enhances learning.
- Develop plans to ensure a consistent approach to the explicit teaching of skills is implemented in the school and differentiated behaviour management strategies are a feature of every teacher’s practice.