Executive Summary – South Johnstone SS

Date of Audit: 14 November 2014

Background:
South Johnstone SS is located 10 kilometres south of Innisfail, within the Far North Queensland education region. The school was opened in 1916 and has a current enrolment of 34 students from Prep – Year 7. The Principal, Chris Pascoe, was appointed to the position in 2014.

Commendations:
- Staff members’ supervision around the grounds when students are at play has been positively described by student leaders.
- A playground folder has been implemented as a way to monitor and record student behaviour when at play.
- Student of the Week recipients and inappropriate behaviours are recorded in OneSchool by teaching staff.
- The Principal has introduced a number of strategies around behaviour management to ensure an increased focus on teaching and learning.

Affirmations:
- There has been a number of student visits to the local secondary school and parents have been provided with detailed information about what Junior Secondary will entail in 2015 through various parent information sessions.
- Students who receive a number of warnings on their behaviour are required to complete a reflection form. This form is then sent home and signed by parents to ensure they are fully informed of an incident.
- The school has begun to build relationships with surrounding businesses and organisations.
- Gotchas and individual class raffle systems are used to reward students who display appropriate behaviours. Students who receive a Gotcha take a congratulatory letter home to inform parents/carers.
- The school Chaplain has begun to deliver lessons on resilience to the senior class. These wellbeing lessons are valued by students.

Recommendations:
- Ensure that the Professional Learning Plan provides opportunities for staff members to develop their knowledge and skillset around behaviour management. Ensure that behaviour professional development makes up part of staff members’ Performance Development Plans (PDPs).
- Build on the behaviour data gathering process and provide regular and formal opportunities to review data captured through both the school reward/discipline processes and the OneSchool data capture. Include this gathering and reviewing of data in the school data plan, ensuring that minutes of behavioural meetings are recorded.
- Implement a school specific A to E matrix for Effort and Behaviour to assist teacher judgement when producing semester reports. A moderation process around this matrix will provide even higher levels of reporting accuracy.
- Ensure the Responsible Behaviour Plan for Students (RBPS) is regularly reviewed and reflects current practice.
- Document and explicitly teach the school’s expected behaviours based around the Schoolwide Expectations Matrix. Ensure that the delivery of these lessons are timetabled.
- Promote the school rules: Be Safe, Be Responsible, Be Respectful and Be a Learner. Ensure they are known by the school community.
- Introduce a behaviour flowchart to provide whole school clarity for students and staff members on what steps to take when managing behaviour incidents.
- Provide opportunities for parents to participate in training and information sessions on behavioural support and positive parenting strategies.