DISCIPLINE AUDIT

EXECUTIVE SUMMARY - FELUGA SS

DATE OF AUDIT: 3 APRIL 2014

Background:
Feluga SS, located 8 kilometres from Tully, in the Far North Queensland Region, is a two teacher school with a current enrolment of 35 students from Prep to Year 7. The Principal, Mr Ian McLellan, was appointed to the school in 2012.

Commendations:
- The school has a number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground. These visible and continually communicated expectations are evident in the behaviour of most students.
- The school leadership team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring that inappropriate behaviour is dealt with promptly and in a supportive manner.
- The school provides many opportunities for students to participate in leadership roles including School Captains, Sports Captains and Student Council Members. The Student Council is an active and ongoing supporter of the Leukemia Foundation. Student participation in Reef Guardian projects, instrumental music, sporting events, Write for Fun, Readers’ Cup and high school Maths Quiz provide opportunities for students to represent their school in a wide range of activities.
- The introduction of Positive Behaviour for Learning (PBL) has begun to refine the behaviour processes at the school and is based on the 5Cs, Commitment, Consideration, Courtesy, Common Sense and Cooperation.
- The school is actively involved in local community events such as Anzac Day, National Day Against Bullying and The Tully Show. The local Rare Fruits Council has been keenly involved in environmental projects at the school which has enhanced the gardens surrounding the school. The school’s very active Parents and Citizens’ (P&C) Association not only provides excellent support for the school, but are also very active in the local community.
- The extensive grounds and facilities at the school have provided many areas of choice for students to play and interact safely with others. The covered playgrounds, oval and garden areas ensure all student interests are supported.
- School assemblies each Friday afternoon are used to celebrate students’ achievement, effort and learning, as well as an opportunity to share attendance data and school information to parents.

Affirmations:
- Teachers use a wide variety of strategies, aligned to the school’s 5Cs within their classrooms to acknowledge students’ acceptable and noteworthy behaviour.
- The school’s Behaviour outlines clear expectations for acceptable behaviour in the classroom the playground.
- Staff are developing their performance plans in line with the school’s explicit improvement agenda.
- Students and their families are well aware of the school’s expectations and consequences for behaviour.
- There is evidence that OneSchool behaviour data has been utilised when reviewing school procedures.

Recommendations:
- Revise and refine the school’s behaviour process to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Establish a systematic methodology for the explicit instruction of the school’s rules.
- Review the school’s Professional Learning and Data Plans to ensure behaviour, attendance and student wellbeing information are included in the systematic collection of data.
- Continue to enhance community partnerships to grow learning and leadership opportunities for students.
- Review the school’s OneSchool reporting protocols so that recording of both positive and inappropriate behaviours are consistent across the school.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard.
- Continue to develop connections with the local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students to Junior Secondary.