

DISCIPLINE AUDIT

EXECUTIVE SUMMARY – KARARA SS

DATE OF AUDIT: 21 OCTOBER 2014



Background:

Karara SS is located 50 kilometres west of Warwick in the Darling Downs South West education region. The school was established in 1908 and has an enrolment of 7 students from Prep – Year 7. The Principal, Kyle Low, was permanently appointed to the position in 2014.

Commendations:

- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed and updated in 2014.
- The expected behaviours for the school are based on the values of *Safety, Tolerance, Responsibility, Integrity, Vision* and *Effort* (STRIVE) and reflects the school motto, *Strive to Succeed*. These values were generated with community consultation and are explicitly taught to students.
- The RBPS has a matrix of how students can display the expected behaviours and this is made available to all families on the school website. Each student has a book mark with their personal value goal to focus upon for the term.
- The Principal and staff members are driving an explicit agenda to actively engage students in their learning, especially reading, with a strong focus on adjusting the curriculum to suit the learning style for each student. Students report that the learning they do in class is appropriate for them to learn successfully.
- The active role played by skilled and informed teacher aides is a feature of the learning environment. This includes small group instruction in literacy and numeracy programs, as well as, active involvement in personalised learning support for students.
- Positive student behaviour is strongly emphasised and is reinforced through a range of whole school celebrations. These celebrations are tailored to the age, ability and motivation of the students and recognise positive behaviours on a daily, weekly and annual basis.
- The school has implemented processes in regards to the recording of minor, major and positive incidents of behaviour in OneSchool.
- The Principal is working closely with the local high school to develop a transition program for students in Year 6 and 7 to successfully transition to Junior Secondary in 2015.

Affirmations:

- The school's focus on building student resilience through the research based *Second Step: Skills for Social and Academic Success* program is a highly valued response to trend data indicating some student difficulties with emotional management and problem solving.
- Parents report that they highly value the small school environment and tight school community that has been formed. Parents further comment that students receive a high amount of assistance in their learning.
- The recently introduced Behaviour Ladder, as a visual prompt for student self-management, is well understood by staff members and students.

Recommendations:

- Continue to use OneSchool to monitor attendance data and use this information to influence the improved attendance of students at school to reflect the school's alignment to the *Every Day Counts* initiative.
- Continue to progress the engagement of parents with the school to maximise understanding and support for the school's development of a supportive learning environment and to extend the learning environment for students beyond the school.
- Explore and expand upon the development of student resilience that has resulted from enhanced curriculum engagement and learning for students derived from the *Second Step* program.