**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY – ROSSVILLE SS**

**DATE OF AUDIT: 4 SEPTEMBER 2014**

**Background:**
Rossville SS is located 42 kilometres south of Cooktown, within the Far North Queensland education region. The school was reopened on the current site in 1988, to meet the educational needs of families in the area and has a current enrolment of 47 students from Prep – Year 7. The Acting Principal, Amelia Jenkins, has been in the position since 2014.

**Commendations:**
- The school has a current and community endorsed Responsible Behaviour Plan for Students (RBPS) that was reviewed in 2014 and includes a range of support practices that reflect the recently developed pedagogical framework for the school.
- The Principal and staff members are driving an explicit agenda to engage students actively in their learning, which is evidenced by the use of the gradual release model of teaching for whole group, small group and individualised focused learning.
- Positive student behaviour is reinforced through a range of whole school and class reward systems. These systems are tailored to the age, ability and motivation of the students and recognise positive behaviours on a daily and weekly basis.
- The school has a well understood process for minor, major and positive incidents of behaviours being entered into OneSchool as data.

**Affirmations:**
- Respectful and caring relationships are evident in the school environment. This is reflected by supportive relationships with families and the positive way in which staff members and students interact. Active parents report that staff members are very welcoming and are willing to work with families to improve the learning opportunities for their children.
- Parents report that they highly value the small school environment and enthusiastically describe the school as part of the extended family. Private tutoring is also provided for students if required.
- Students speak positively about the teaching and their learning in school, indicating that the work provided for them is at an appropriate level.
- The Principal and Leadership Team are working closely with support agencies, both within and especially beyond the system with external agencies to engage support for students who are unable to regularly meet the behaviour expectations of the school. These agencies include the Department of Health, Department of Communities, Gungarde Aboriginal Corporation and the Cooktown District Community Centre. The school ensures that these support networks contribute to the supportive learning environment agenda.
- Staff members and parents describe positive stories of children with complex behaviours being intensively supported by school staff members and agencies engaged by the school to modify and adjust the curriculum to suit the learning needs of the supported student.

**Recommendations:**
- Continue to progress the engagement of parents with the school, by extending the learning environment to the home setting to maximise understanding and support for the school’s development of a supportive learning environment.
- Explore the option of using the student’s own goal setting skills to develop self-managing behaviour goals to reflect the school’s behaviour expectations for engagement in the learning environment.
- Consider developing an agreed set of learning behaviours that can be used by students to illustrate the expected behaviour of *Be a Learner.*