Executive Summary - Tent Hill Lower SS

Date of Audit: 27 August 2014

Background:

Tent Hill Lower SS was established in 1873 and is situated in the Lockyer Valley, within the Darling Downs South West education region. The Prep to Year 7 school has a current enrolment of approximately 63 students. The Principal, Janelle Kowitz, was appointed to the position in 2004.

Commendations:

- The school implements Schoolwide Positive Behaviour Support (SWPBS) and has a number of positively stated school wide expectations and appropriate behaviours that are clearly defined. These expectations are highly visible, continually communicated and are evident in the behaviour of most students.
- The Principal and SWPBS Team are driving an explicit, detailed and positive approach to managing student behaviour.
- Behavioural expectations, which are highlighted through the consistent use of B.U.D.S: Be honest and responsible, Use respect, Do your best, Show care consideration and fairness, are highly visible and engaging throughout the school environment.
- The B.U.D.S wall is evident in all classrooms and is used as a reference for both teaching and monitoring student behaviour.
- There is consistency of practice within the school in relation to the Responsible Behaviour Plan for Students (RPBS) and ownership of the plan by staff members is very high due to their involvement in the review process.

Affirmations:

- The RPBS clearly articulates expectations for student behaviours, a clear process for managing student behaviour and strategies for teaching students appropriate behaviours. The plan also provides clear guidance to staff members on the appropriate language to enhance student engagement and acknowledge positive behaviour.
- The SWPBS process is well applied and will further assist the school to reaffirm expectations, systems and processes to enhance the continuation of the school learning culture to ensure consistency of practice in the school.
- The Playground Duty Tracking System provides valuable data to identify students requiring additional support and monitors both appropriate and inappropriate behaviours. This is an invaluable resource for supply teachers as the procedures and expectations are clearly and succinctly articulated.
- A variety of reward systems are in place to reinforce appropriate student behaviour. These awards are linked to the B.U.D.S focus of the week.
- The school’s website and newsletters are informative and are used to communicate relevant information.
- The Junior Secondary Action plan includes opportunities for the successful transition of Years 6 and 7 students to Junior Secondary. These include reciprocal visits of teaching staff and transition days.

Recommendations:

- Continue to formalise the scheduled delivery of focused lessons aligned to the school’s behaviour matrix.
- Continue to explore procedures for monitoring minor behaviours that are occurring in the classroom to identify any emerging patterns that may be hindering student engagement.
- Develop a set of agreed protocols and processes to enable teaching staff to engage in collegial visits to provide each other with feedback in relation to the delivery of lessons aligned with the behaviour matrix.
- Develop criteria for making judgements about A-E Effort standards for consistency during moderation.
- Continue to develop processes to closely monitor attendance and routinely engage with families to increase student attendance and engagement in learning.