Background

Haigslea SS is located approximately 50 kilometres west of Brisbane, within the Metropolitan education region. The school provides education for students in Prep – Year 7, with a current enrolment of approximately 30 students. The current Principal, Emma Vine, was appointed to the position in October 2014.

Commendations:
- The tone of the school is generally good, and there is a shared commitment to providing a safe learning environment for all students.
- Relationships with parents and the community are respectful and the school works well in partnership with the Parents and Citizens’ Association (P&C).
- The new Principal has recognised the need to develop a whole school approach to support a culture that promotes learning.
- A strong sense of community and family is evident at the school.

Affirmations:
- A current and endorsed Responsible Behaviour Plan for Students (RBPS) is in place.
- The school has collected some data around positive and inappropriate incidences of behaviour in OneSchool.
- Positive student behaviour is acknowledged in the school’s newsletters, on school assemblies and in classrooms.
- Students receive Gotchas Awards for demonstrating appropriate behaviours and for assisting with tasks before school and during playtime.

Recommendations:
- Identify a researched based framework, for example Schoolwide Positive Behaviour Support (SWPBS), to develop consistent language and approaches to developing a positive school culture.
- Establish an agreed set of clear school expectations for behaviour and ensure these are well understood and known by the whole school community.
- Review the RBPS with the whole school community and ensure that espoused expectations for behaviour are aligned.
- Invest in significant signage across the school to publicise the school expectations for behaviour.
- Develop a framework for professional learning that embraces professional development in appropriate and effective behaviour management techniques, promoting consistency of language and practice by all staff members in all settings.
- Enhance the data being collected in OneSchool and work to develop a common and robust understanding of what constitutes a minor and a major incident of behaviour.
- Engage parents and community members in establishing what the school’s vision for behaviour management will look like.
- Develop an agreed set of protocols for communicating incidences of inappropriate and positive behaviours with parents, ensuring that when appropriate, communication is effectively recorded in OneSchool.
- Work with staff members to develop a consistent, classroom based approach to respond to inappropriate behaviour, based on a continuum of least intrusive to most intrusive responses.
- Consider establishing a committee, which includes a parent, to monitor data, systems and processes concerning behaviour and is an effective decision-making body.
- Explore opportunities to establish partnerships with other local community organisations with the purpose of increasing student engagement with learning.
- Develop Individual Behaviour Plans for students when appropriate.