**DISCIPLINE AUDIT**
**EXECUTIVE SUMMARY - GLADSTONE SOUTH SS**
**DATE OF AUDIT: 4- 5 NOVEMBER 2013**

**Background:**
Gladstone South SS has a current P-7 enrolment of 262 students who come from a broad range of socio-economic and cultural backgrounds. Currently Gladstone South SS is an Indigenous Focus School. The school is implementing Tier 1 School Wide Positive Behaviour Support (SWPBS). The current Principal, Mrs Eunice Webb, was appointed in 2013.

**Commendations:**
- The school has a small number of positively stated school wide behaviour expectations. The school behavioural expectations are drawn from the school’s SMART values: Safety, Motivated, A+ Attitude, Respectful, and Truthful and Trustworthy. These are known by staff members and students.
- The SWPBS team meet regularly to review behavioural data and discuss implementation issues. Data is used to identify focus skill lessons to be implemented on a weekly basis in classrooms.
- Positive behaviour is rewarded through weekly South SMART Awards for students who demonstrate the school values. This system is linked to an end of term South SMART Fun Day celebration.
- Most teachers take responsibility for implementing the school’s Strike system of managing behaviour within their classrooms to align with the school wide expectations.
- Teachers, in consultation with students, have developed classroom processes which reward and acknowledge positive behaviours.

**Affirmations:**
- The Student Support Services Committee meet on a weekly basis to identify support interventions required for students with complex behavioural needs. Individual behaviour plans have been developed for most students with high behavioural needs and a SMART card system has been implemented to monitor behaviour of these students.
- Yellow slips provide students with feedback when engaging in appropriate behaviour.
- Most teaching staff members have been trained in the Essential Skills for Classroom Management (ESCM).
- The school has developed some significant community links with local Indigenous Community Groups.
- Staff members use OneSchool to record positive and inappropriate behaviours.

**Recommendations:**
- Review the Responsible Behaviour Plan for Students (RBPS) to ensure that a continuum of clearly defined, consistent consequences for inappropriate minor/major behaviours is developed. Widely communicate consequences to ensure they are consistently applied by all staff members.
- Engage in conversations and develop plans to ensure all staff members are committed to the SWPBS process. Continue to provide opportunities to discuss behavioural consequences and the effectiveness of interventions through staff meeting time.
- Develop a communication process to ensure all staff members gain feedback on their implementation of the school wide processes for managing behaviour.
- Provide opportunities to engage parents and community in reviewing the school’s approach to behaviour management.
- Continue to engage the SWPBS Team in reviewing school data relating to behaviour incidents and use this data to review operational and instructional interventions. Develop protocols around data collection to ensure data is purposeful, valid and reliable.
- Consider implementing a Student Council program to give students a voice in school decision making and direction setting.
- Review the implementation of the South SMART bullying strategy: Stay away, Tell someone, Always help, Make Friends and Play nicely (STAMP), to educate students and assist in the prevention of bullying.
- Systematically gather and interrogate attendance, achievement and behaviour data. Use this data to develop and review interventions to meet the differentiated needs of cohorts and individual students. Provide opportunity for staff members to fully utilise the functionality of Classroom Dashboard.