DISCIPLINE AUDIT
EXECUTIVE SUMMARY – BUNDABERG SOUTH SS
DATE OF AUDIT: 11 SEPTEMBER 2014

Background:
Bundaberg South SS is located in Bundaberg, within the North Coast education region. The school has a current enrolment of approximately 195 students and has been providing learning to the community since 1891. The Principal, Narelle Clarke was appointed to the position in 2014.

Commendations:
- The Principal and Leadership Team are driving a positive approach to managing student behaviour. The approach through the Schoolwide Positive Behaviour Support (SWPBS) process has established a strong framework of behaviour expectations: Be Responsible, Show Respect, and Stay Safe. This agenda is couched in terms of high standards and clear expectations of safe student behaviour.
- The SWPBS Committee drives a rigorous systematic process, involving the regular collection and analysis of available data for student behaviour. The team consists of administration, teaching staff, trained SWPBS Coaches, Teacher Aides and parent representatives.
- The students and parents value the processes in place that are acknowledging positive behaviour through the Blue Ticket System.
- The use of the Responsible Thinking Room at lunch time and associated processes is backed with success stories of improved student engagement and monitoring.
- There is a strong sense of wellbeing at the school among staff members and students. Students speak fondly of caring teachers, a caring school and the varied lunchtime program.
- The whole school systematic processes and procedures provide clarity for the organisation of student behaviour, such as, the explicit teaching of the Cool Rule each week. This is supported by a comprehensive resource kit consisting of lesson plans, term schedules and vignettes that are shared with the students on assembly.

Affirmations:
- The process for the successful transition of students in Years 6 and 7 into Junior Secondary involves reciprocal visits, specialised lessons and information sessions.
- Staff members have Personal Development Plans in alignment with the Department’s Developing Performance Framework (DPF).

Recommendations:
- Continue to develop teacher understanding of appropriate learning behaviours leading to enhanced engagement, which will in turn lift student achievement. Ensure differentiation of instructional tasks is appropriate for engagement in learning.
- Continue to develop clarity around what minor and major behaviours are, through regular, robust discussions with a specific focus on minor behaviours.
- Develop a whole school set of sequential steps to track minor and major behaviours. These steps to be displayed in every classroom to ensure consistency with approach and data entry.
- Continue to progress the recording and tracking of inappropriate minor learning behaviours in the classroom, by building on the current process for outside the classroom.
- Continue to develop teacher ownership and data literacy skills by having teachers engage in their own dashboard audits. Teachers will be able to monitor their student achievement, attendance and behaviour, independently and frequently. Include targets and timelines in a school data plan.
- Consider engaging the whole school community in designing a school mascot for the students, parents and staff members to embrace. Link this to the school values: Be Responsible, Show Respect, and Stay Safe for high visible signage throughout the school, on assembly, in the school’s newsletter website, to continually communicate the school expectations.
- Develop a school Professional Learning Plan and include all key stakeholders.
- Develop a process for the documentation of individual learning behaviour goals.
- Include regular information on positive behaviour strategies for parents in the school’s newsletter, as well as, promoting locally available parenting courses.
- To enhance students’ engagement and purpose for completing tasks, ensure teachers provide regular written feedback that is meaningful and manageable.