DISCIPLINE AUDIT
EXECUTIVE SUMMARY - GOOBURRUM SS
DATE OF AUDIT: 6 AUGUST 2014

Background:
Gooburrum SS is located approximately 10 kilometres outside of Bundaberg, within the North Coast education region. The Prep to Year 7 school has a current enrolment of approximately 117 students. The Principal, Halli Cantrell, was appointed to the position in 2012.

Commendations:
- The Principal is working closely with staff members to provide a positive learning environment and this is reflected in the school’s strong attendance data, increased enrolments, high staff morale and a high level of parent support. The introduction of the Schoolwide Positive Behaviour Support (SWPBS) in 2013 has been identified as a significant factor in the school’s success.
- The school has a small number of positive behaviour expectations: Safety, Effort, Respect, Responsibility, that are known by parents, staff members and students.
- Key staff members have a deep sense of ownership around the behaviour based data and are actively engaged in using this data to identify areas of improvement and to also identify areas that require further attention or refinement.
- The school is to be commended on the creation of a separate reporting tool that reports on key areas of individual student behaviours. The report template is framed around the school’s behaviour matrix and is completed by both the student and the teacher. The final document is sent home as part of the reporting cycle and parents actively engage in the content.
- A set proactive program for acknowledging ongoing students positive behaviours is in place across the school and includes the highly valued Our Celebration Day, as an end of term reward.

Affirmations:
- The Responsible Behaviour Plan for Students (RBPS) is current and has been endorsed by the Principal and the Parents and Citizens’ Association (P&C).
- The school has a clear and visible set of core rules that are well known by staff members, students and parents and is further supported through a more detailed behaviour matrix.
- The school provides Essential Classroom Management Skills professional development for staff members.
- A range of structured activities are offered during breaks to maintain a high level of positive engagement, for example: Gardening Clubs, rotating supervised sports roster, choir and chess.
- The Principal is in contact with local secondary schools to develop a Junior Secondary transition program to assist senior primary students in the transition to Junior Secondary in 2015.

Recommendations:
- Continue to embed the current SWPBS practices within the school and identify appropriate timelines for the introduction of the next stage, Tier 2, of the process so that the school can review and refine its individual student targeted support strategies.
- Introduce an A- E matrix for both Behaviour and Effort to help guide teacher judgement when reporting on student achievement to parents. A moderation process around this matrix will assist in providing consistency of practice.
- Provide professional development to all staff members to ensure consistency in the use of OneSchool data entry; this should include a common understanding of minor and major behaviour incidents.
- Explore the potential of the OneSchool class dashboard in order to track and set targets around student attendance.
- Design and implement a formalised Staff Induction Program that includes the school’s programs and processes around managing student behaviour.