DISCIPLINE AUDIT
EXECUTIVE SUMMARY - VERESDALE SCRUB SS
DATE OF AUDIT: 4 MARCH 2014

Background:
Veresdale Scrub SS is a provincial school located in a rural setting near Beaudesert in the South East education region. The Principal, Mrs Viviene Simpson, was appointed to the school in January 2014. The school has 116 students in multi-aged classes from Prep - Year 7.

Commendations:
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and evident in practice. These expectations are visible throughout the school environment, continually communicated and are evident in the behaviour of students.
- The positively stated behaviour support processes have established high expectations of responsible student behaviour, resulting in a strong platform for effective teaching and positive learning engagement. This has seen long term gain in educational achievement.
- The school has adopted a Green Wall Progression system for student management and it is evident in all classrooms.
- All teachers record behaviour incidents in OneSchool and maintain a manual record of positive behaviours exhibited by students which is also added to OneSchool in their own time.
- The school provides a number of engaging lunchtime activities which are well attended.

Affirmations:
- Reinvigorate School Wide Positive Behaviour Support by revisiting Tier 1 universal strategies and baseline data.
- The school has a wide range of positive rewards for in-class behaviour, student of the week assembly awards and most classes use Reward Stars to provide feedback to students on their behaviour around the school rules.
- Students show environmental leadership through daily tasks to care for the school environment.
- The school promptly informs parents if their child requires additional support with behaviour and engages parents, government and community agencies in the development of positive support strategies.
- Most teachers have engaged in the Essential Skills for Classroom Management (ESCM) training.

Recommendations:
- Re-define and provide clarity for teachers, students and parents around the consequence flowchart with special consideration for consequences for high end behaviour.
- Ensure strict moderation of the school’s effort and behaviour matrix to provide accurate representation of student behaviour in school reporting.
- Regularly review the school’s Responsible Behaviour Plan for Students to ensure whole school participation in and support of the identified processes.
- Provide regular opportunities for parents to participate in positive behaviour training and to be able to access information on positive parenting strategies.
- Recommence and monitor the weekly delivery of explicit teaching of expected behaviours.
- Routinely interrogate data sets with staff members to inform changes in school processes.