Discipline Audit

Executive Summary – Baralaba SS

Date of Audit: 22 April 2014

Background:
Baralaba SS is a P - 10 school located in the Central Queensland education region. The school has an enrolment of 91 primary and 27 secondary students. The Principal, Mrs Melissa Austin, was appointed to the school in 2014.

Commendations:
- During the past three years there has been a noticeable improvement in student behaviour. This is evidenced by school data and personal accounts given by staff members, students and parents.
- The Principal has been instrumental in providing a clear direction for the school by developing and implementing a whole school approach to managing student behaviour. Staff members, students and parents are aware of the school’s behaviour expectations.
- Staff members feel supported and express an optimistic attitude, along with a strong sense of pride and ownership in the school.
- The school has developed systems to monitor and record incidents of positive behaviour using OneSchool, which has become a consistent practice in 2014.
- The school Chaplain has implemented programs, Shine and Limitless to support teenage students.
- The school has developed good links with local community agencies including, Red Cross and the local mines.

Affirmations:
- The school is working hard to improve student attendance, with practices in place to support students’ attendance including breakfast club, parent forums, and regular phone contacts with parents.
- The school is developing a strong culture of analysing data and making appropriate adjustments to practice. Analysis of data is a part of the Schoolwide Positive Behaviour Support (SWPBS) committee tasks.
- Many classrooms displayed consequences for behaviour, charts prompting good behaviour and classroom expected behaviours. A range of rewards are provided to students who have reached their behaviour targets.
- A strong emphasis has been placed on developing the school’s positive culture.
- The school is continuing to develop links with the neighbouring school.
- A supportive process for high level behaviours has been implemented. The use of suspensions is tailored to be a supportive process to re-engage students with their learning.

Recommendations:
- Continue to develop and implement strategies to promote student attendance.
- Continue to develop programs and practices to encourage parents to engage with the school with a particular focus on supporting student learning.
- Embed consist practices across the school for displaying the school rules, consequences for behaviours and students self-monitoring of their behaviour practices.
- Develop a school Professional Learning Plan. Ensure that the SWPBS is included in this plan.
- Continue to implement and reflect on the school’s practices and processes that are designed at promoting a school culture of success for all students.
- Ensure all staff members are engaged in regular professional development to enable sharing of knowledge, skills and strategies.
- Continue to develop effective teaching practices that engage all students. Continue to focus on differentiated learning practices for each student to engage them in their learning.