DISCIPLINE AUDIT
EXECUTIVE SUMMARY - BLACKALL SS
DATE OF AUDIT: 5 JUNE 2014

Background:
Blackall SS is a P - 12 school located in the small town of Blackall approximately 960 kilometres from Brisbane, in the Central Queensland education region. The school has current enrolment of approximately 157 students. The Principal, Bernie Walsh, was appointed to the school in 2012.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong commitment to improved student learning through student engagement and regular attendance.
- The school’s values: Be Safe, Be Respectful, Be Responsible and Work at Learning, are visible throughout the school and are readily identified and understood by students.
- Progress has been made in establishing routines, that create a positive learning environment.
- Positive, respectful and caring relationships are reflected in the ways in which staff members, students and parents interact with each other. There is a calm and friendly school tone and culture.
- There is a strong sense of belonging and pride in the school, with parents, school leaders and teachers working together in a mutually supportive way. The strong sense of community is evidenced by the school’s extensive participation in a broad range of community activities and the very high level of community support shown for the school.

Affirmations:
- Expectations about students’ behaviour are communicated and enhanced through school assemblies, on the school’s website and in the school newsletters.
- The Parents and Citizens’ Association (P&C) supports the Responsible Behaviour Plan for Students (RBPS).
- Individual Behaviour Support plans and Individual Student Learning plans are used to target individual behaviour where needed and to improve engagement and learning outcomes with identified students.
- As a P – 12 campus, the school is well positioned for the transition of Year 7 into Junior Secondary.
- Students’ positive behaviour is acknowledged through the award of Student of the Week and the Commendation Award Scheme.
- A Wellbeing Program has been introduced from Years 4 – 12 utilising the Learning Curve Approach.

Recommendations:
- Give a high priority to school wide analysis and discussion of systematically collected data on student behaviour, which considers the overall picture of school student behaviour, as well as, the behaviour of particular cohorts of students and individual students.
- Use data to evaluate the success of policies, procedures and programs to plan and enact a continuous improvement process.
- When the RBPS is reviewed, ensure that it is explicitly grounded in research, is evidence based and incorporates the desired behaviour strategies and skills into the school’s pedagogical framework.
- Consider the development of a matrix to guide teacher decisions about standards of Behaviour and Effort on report cards, to ensure a consistent application of standards by all teachers.
- Carry on developing and reinforcing the positive learning culture through the consistent use of agreed routines, high standards and expectations, explicit teaching of expected behaviours and the consistent implementation and application of agreed consequences by all staff members. Support and align this with the continued implementation of the school’s pedagogical framework.
- Explore strategic and innovative ways to further engage the wider school community in the supportive school environment to enhance relationships, develop parent skills, and strengthen the school’s profile.
- Develop a strategic approach to annual training in behaviour management skills, such as the Essential Skills for Classroom Management, for all teachers and teachers’ aides, to help ensure that behaviour practices are consistently applied by all staff members.