DISCIPLINE AUDIT
EXECUTIVE SUMMARY - STRATHPINE SS
DATE OF AUDIT: 24-25 MARCH 2014

Background:
Strathpine SS is part of the Moreton Bay Regional Council located in the North Coast education region. The school was opened in 1911 and has a current enrolment of approximately 485 children. Mrs Leisa Wood has been the acting principal since August 2013.

Commendations:
- The positive Superstar program is strongly supported by the community and involves recognising the positive behaviour of students.
- A rich set of behaviour data has been collected which the Behaviour Support Committee will be able to use when driving decision making around behaviour processes in the school.
- The school community is well placed to fully implement Schoolwide Positive Behaviour Support (SWPBS), with specific expectations established and known by students and staff members.
- Student leaders speak highly about the Behaviour Stages and know what it means and takes to reach the Merit and Honour stages.
- When there is a clear focus for lessons, the standard of behaviour in classrooms is good, where students are respectful and engaged in activity.
- There is a valuable link with the Salvation Army and the school, involving mentoring between adults in the community and students at the school.

Affirmations:
- The school has a documented professional learning plan which includes professional development around behaviour management and the principles of SWPBS.
- Data is used to inform decision making about individual students and appropriate behaviour plans are developed when necessary.
- A recognised and well understood process exists when responding to major behaviour incidents in classrooms and playgrounds.
- The school has developed a set of positively stated school wide behaviour expectations that are generally displayed throughout the school and are known by most of the students and staff members.

Recommendations:
- Review the status and purpose of the school behaviour rules, Care, Courtesy, Commitment, Common Sense and Consideration (5Cs) with all staff members, students and families to ensure that there is a clear and common understanding of the role of the 5Cs across the school.
- Review current behaviour management policies and procedures and decide whether to formally adopt SWPBS as the key framework for managing behaviour across the school. If SWPBS is endorsed by staff members, engage with regional support networks and coaches to assist in the professional development of staff members, and collection and analysis of relevant data.
- Continue to ensure that the Responsible Behaviour Plan for Students (RBPS) and the pedagogical framework are closely linked to ensure maximum engagement in the classroom.
- Ensure that professional development continues for teachers and teacher-aides and is translated into effective and consistent practice in the classroom.
- Engage parents deeply, in reviews of behaviour management processes.
- Continue to collate and collect data concerning behaviour and develop further processes to analyse data to drive decision making across the school.
- Explore options of engaging parents by offering programs that develop the skills of parents by delivering high quality evidence based training and information on effective behaviour strategies.