DISCIPLINE AUDIT
EXECUTIVE SUMMARY – EMERALD NORTH SS
DATE OF AUDIT: 19-20 MAY 2014

Background:
Emerald North SS is situated in the central highlands of Central Queensland. The town services a large mining community and is the local township for the surrounding agriculture community. The school has a current enrolment of approximately 326 students. The current Principal, Jane Harvey, was appointed to the school at the beginning of 2014.

Commendations:
- The school has a number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground.
- The expectations: *Be Respectful, Be Responsible* and *Be Safe*, are continually communicated and evident in the behaviour of most students.
- Professional development, particularly in the field of, *Better Behaviour, Better Learning*, is a priority in every staff member’s professional performance plan.
- Student specific *Conduct Monitoring Programs* have been developed for targeted students. These programs monitor behaviour, provide feedback to the students and their parents, as well as, monitoring student progress towards achieving behaviour goals.
- The school environment reflects the sense of belonging that is evident across this learning community. Impressive murals throughout the school with a traditional Indigenous theme provide areas of interest as you progress around the buildings.
- The school’s Chaplain, *Adopt-a-Cop* and Guidance Officer, also provide additional support for individual students and their families.
- Firm links have been made with the local high school and Emerald cluster schools to ensure the smooth transition to Junior Secondary.

Affirmations:
- All teachers actively teach the behaviour expectation each week and continue to revise the behaviour rules within their classrooms and the playground.
- The school Leadership team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring that disruptive behaviour is dealt with promptly and in a respectful manner.
- There is evidence that school generated data has been utilised when reviewing school procedures.

Recommendations:
- Continue to embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Realign the Schoolwide Positive Behaviour Support (SWPBS) procedures so that progress towards Tier 2 and Tier 3 is possible and a more sophisticated level of student behaviour support occurs.
- Review the school’s data plan ensuring behaviour and attendance information is included in the systematic collection of data.
- Continue to provide opportunities to engage the full range of parent and community representatives in developing the school’s approach to behaviour management and school program development.
- Review the school’s data plan and collection process to ensure that both positive and inappropriate behaviour instances and attendance are recorded in OneSchool, in order to allow a full analysis of student data to occur.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard.
- Review the school’s procedures for effort and behaviour ratings to ensure consistency across the school.