**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - EVERTON PARK SS**

**DATE OF AUDIT: 11-12 SEPTEMBER 2013**

**Background:**
Everton Park SS is located in the northern suburbs of Brisbane. The school has a current population of 445 students from Prep-7. Tier 1 School Wide Positive Behaviour Support (SWPBS) is in place throughout the school. The Principal, Mr Brad Clark, was appointed to the school in 2011.

**Commendations:**
- In 2012, the Principal led a consultative process with all parents, staff members and students resulting in the documentation of a comprehensive Responsible Behaviour Plan for Students. The plan is explicit, detailed, grounded in research, evidence based and available to all parents on the school website. A copy is also provided to all students through publication.
- School Wide Positive Behaviour Support establishes high expectations of responsible student behaviour resulting in a strong platform for effective teaching and positive learning engagement.
- The school behaviour expectations of Be Safe, Be Respectful and Be an Active Learner, are visible throughout the school, known by all staff members and students, and form a basis for all behavioural conversations (both positive and inappropriate).
- The Activating a Learning Community Program where a Prep teacher on a weekly basis visits local day care centres has provided clear behavioural expectations for young children transitioning to Prep at the school. Reciprocal group leader visits to the school’s Prep classes has provided concrete understanding of the educational and behavioural expectations for beginning students. This program is a 2013 State Showcase finalist.
- Parents, students and staff members know and support the school processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary consequences.

**Affirmations:**
- Teachers are recording inappropriate behaviour incidents routinely in OneSchool. Some teachers are beginning to record positive behaviour.
- All teachers have been trained in Essential Skills for Classroom Management and routinely reflect on these strategies for their class.
- The school regularly communicates the expectations for student behaviour to students and their parents at enrolment, through the newsletter, website, and at weekly assemblies.
- The Principal and other school leaders clearly link positive student learning engagement with effective differentiated teaching.

**Recommendations:**
- Collaboratively develop a sustainable process for staff members to record positive behaviour in OneSchool. Consider the use of class tally sheets to record ongoing positive learning behaviours in class that translate to summary records each month. This also forms another data set for teacher reflection on the effectiveness of differentiation strategies being planned and delivered for individual student learning.
- Continue to provide clear expectations for all staff members to consistently apply the three school rules, use the language and processes documented and agreed upon in all settings around the school. Provide regular professional learning opportunities to embed these practices.
- Continue to provide opportunities for parents to participate in high quality evidence based training and ongoing information on effective behaviour strategies.
- Consider developing a range of resources, including powerpoints, lesson templates and vignettes to enable teachers to explicitly teach expected behaviours.
- Ensure adjustments and behavioural expectations for students with disability reflect the documented expectations and signage identified in the school’s Responsible Behaviour Plan for Students.