DISCIPLINE AUDIT
EXECUTIVE SUMMARY – LOWER TULLY SS
DATE OF AUDIT: 13 NOVEMBER 2014

Background:
Lower Tully SS is located 14 kilometres south of Tully, within the Far North Queensland education region. The school was opened in 1932 and has a current enrolment of 71 students from Prep – Year 7. The Principal, Ronald White, was appointed to the position in 1982.

Commendations:
- Staff members’ supervision around the grounds when students are at play has been positively described by student leaders.
- The school strongly promotes attendance through the school newsletter and parents are contacted when a number of unexplained absences occur. This promotion of attendance has led to high levels of attendance in previous years.
- The school has recently adopted Positive Behaviour for Learning (PB4L) as their researched, evidence based approach to behaviour management.
- There are minimal behavioural incidents with a focus on teaching and learning. The result of this focus is evident in positive long term relative gain data for most students in the NAPLAN assessments.

Affirmations:
- There has been a number of student visits to the local secondary school and parents have been provided with detailed information about what Junior Secondary will entail next year through a number of parent information sessions.
- The school has recently adopted four school rules: Be Safe, Be Respectful, Be Responsible, Be a Learner. These rules are known by staff members and most students.
- The Principal and school team are well respected and regarded amongst the school and wider community. This is reflected in the high level of parent satisfaction achieved in the Department’s annual School Opinion Survey (SOS) data.
- There is a strong collegial atmosphere amongst staff members. This has enabled a consistent approach when managing behaviour incidents.

Recommendations:
- Introduce a whole school Professional Learning Plan. Ensure this plan provides opportunities for staff members to develop their knowledge and skillset around behaviour management. Develop Performance Development Plans and ensure that behaviour professional development makes up part of this process.
- Begin the behaviour data gathering process and provide regular and formal opportunities to review data captured through both a new whole school reward/discipline processes and an introduced OneSchool data capture. Include this gathering and reviewing of data in the school data plan, ensuring that minutes of behavioural meetings are recorded.
- Implement an A to E matrix for Effort and Behaviour, that is school specific, to assist teacher judgement when producing semester reports. A moderation process around this matrix will provide even higher levels of reporting accuracy.
- Develop a process that ensures that OneSchool is used to report incidents of positive and inappropriate behaviours. Provide clarity amongst all staff members on when a OneSchool report must be made and produce procedures and protocols to guide the decision making on how and when these OneSchool entries will occur.
- Formally document the expected behaviours across the school ensuring that they reflect the high standards already evident. This will provide continuity, as well as, clarity in times of staff turnover.
- Ensure the Responsible Behaviour Plan for Students (RBPS) is regularly reviewed and reflects current practice.