DISCIPLINE AUDIT
EXECUTIVE SUMMARY- BOYNE ISLAND SS
DATE OF AUDIT: 26 – 27 AUGUST 2013

Background:
Boyne Island SS is a P-7 school located 23 kilometres south of Gladstone. The school has a current enrolment of 345 students. Current Principal, Mr Michael Hurst, was appointed to the position in 2008.

Commendations:
- The school has a small number of positively stated school wide behaviour expectations. These expectations are evident in the behaviour of most students.
- An online bullying survey is undertaken each year with Years 4-7 classes. A Ban on Bullying (BOB) reporting box is located in the library. The school also provides an email address for students to use if they have a bullying issue, which is followed up by the Principal.
- The You Can Do It! (YCDI!) program philosophy is embedded throughout the school.
- Teachers, in consultation with students, have developed classroom processes which reward and acknowledge positive behaviours and outline consequences for inappropriate behaviour.
- Positive behaviour is reinforced through the school’s Bronze, Silver, Gold reward system. Prep to Year 3 students who meet the YCDI! criteria are recognised with keys. Years 4-7 students are expected to meet standards within homework, behaviour, attendance, uniform and effort criteria. These awards provide students with feedback for engaging in expected school behaviour.
- Individual support plans are developed for students with high behavioural needs.
- Parents articulate support for the school and the behaviour management processes.

Affirmations:
- The Principal analyses data and engages classroom teachers in the moderation of behaviour and effort reporting across year level cohorts.
- The Principal tracks attendance data and has initiated actions aligned to the Every Day Counts policy.
- All teaching staff members have been trained in the Essential Skills for Classroom Management.
- Additional time has been assigned to classroom teachers on a weekly basis to support collegial learning.
- The Move it – Groove it initiative positively engages students in before school activity.

Recommendations:
- Review the Responsible Behaviour Plan for Students to ensure that the three school wide expectations are highly visible, known and promoted consistently across the school.
- Review data collection processes to ensure that the full range of behaviour incidents, including positive behaviour, is captured to allow a full analysis of the data to occur. Develop protocols in relation to OneSchool documentation to ensure that data is valid, reliable and purposeful.
- Initiate a systematic process, involving the regular collection and analysis of the full range of available data including behaviour (positive and inappropriate), engagement and achievement data at student and systems levels. Use this date to evaluate the implementation and effectiveness of classroom management strategies and the Responsible Behaviour Plan for Students.
- Continue to provide opportunities for staff members’ professional learning and consider implementing a school based collegial coaching program.
- Develop a continuum of proactive, evidence based interventions to respond effectively to inappropriate student behaviour. This should form the basis of teacher discussions on the effectiveness of differentiated behaviour strategies to engage the range of learners’ needs.
- Provide opportunities to develop the skills of parents by delivering high quality evidence based training and information on effective behaviour strategies.
- Continue to build upon and celebrate the high standards of student behaviour across the school to maintain a focus on high levels of student engagement and academic achievement.