DISCIPLINE AUDIT
EXECUTIVE SUMMARY- THE HALL SS
DATE OF AUDIT: 1 APRIL 2014

Background:
The Hall SS is located in Rockhampton in the Central Queensland education region. It has been providing learning to the community since 1910 with 330 students currently in attendance. The Principal, Ms Lindy-Lou Brown, was appointed in 2012.

Commendations:
- The Leadership Team has developed an agenda for managing student behaviour and they can describe the appropriate behaviours they wish to see occurring across the school for the future.
- The Leadership Team makes deliberate use of partnerships with families, local businesses, government agencies and community organisations to access other resources and programs to support the needs of families.
- There is a measured strategy of building leadership capacity to strengthen decision making and ownership of processes and programs built towards developing a supervision and feedback model.
- A vibrant support program co-exists with the Chaplaincy and Guidance Officer at the school.
- The Junior Secondary partnership includes many opportunities for successful transition of Year 6 and 7 students into secondary school. These include: subject specialised teaching; transition days; and reciprocal visits by student representatives from both campuses.

Affirmations:
- Staff members and parents tell stories of changing behavioural and attitudinal reform by students which allow them to re-engage in their learning.
- Staff members are using a range of proactive reward systems at the classroom level to affirm positive behaviour and effort.
- Programs and strategies associated with the school improvement agenda have a very strong evidence and research base.
- Teaching staff members of the school are engaged in professional development.
- There is a sense of wellbeing at the school among staff members, and students speak fondly of the caring nature of teachers evident in the supportive lunchtime programs.

Recommendations:
- Ensure the school’s behaviour expectations of Be Respectful, Be Responsible, Be a Learner and Be Safe are highly visible and are known by all the staff members and students.
- Review these expectations so that processes in classrooms are simple, consistent and embedded in practice for a clear and common understanding by all. An immediate feedback culture will enhance the student’s engagement.
- Develop protocols and a process around entering student behavior data in OneSchool to include positive, as well as major and minor incidences of inappropriate behavior.
- Continue to develop processes to closely monitor attendance and routinely engage with families to increase student attendance and engagement in learning.
- Continue to develop the Leadership Team members’ data literacy skills to evaluate the effectiveness of the school’s behaviour plan and to take appropriate action.
- Develop teachers’ data literacy skills to collect, analyse, interpret and act on student data in order to frequently and independently support students in terms of their attendance, behaviour and learning.
- Embed weekly lesson plans to ensure consistency of practice and a commitment by all teachers to the explicit teaching of appropriate behavior.
- Ensure the criteria for making judgments about A-E behaviour and effort standards for consistency are utilised during moderation for reporting.
- Engage parents deeply in reviews of behaviour management processes.