DISCIPLINE AUDIT
EXECUTIVE SUMMARY- ANDERGROVE SS
DATE OF AUDIT: 16-17 OCTOBER 2013

Background:
Anagrove SS was opened in 1939 and is located in the Central Queensland education region. The school has a current enrolment of 360 students. Current Principal, Ms Sandra Grant, was appointed to the school in Term 3 2013.

Commendations:
- School leaders have developed a positive school-wide approach to managing student behaviour that is grounded in research and is evidence-based.
- The school has recently developed an overview that links the Queensland Curriculum, Assessment and Reporting (QCAR) Health Essentials with School Wide Positive Behaviour Support (SWPBS) focus weekly behaviours and *You Can Do It!* (YCDI!) Lessons.
- Students in the senior school volunteer to join the *Peace Patrol*. This group supports the play of junior students and assists with resolving playground issues.
- The school maintains a database of positive behaviours and an attendance database that is updated daily and used to generate reports that are shared with staff members twice each term.
- Teachers articulate great support for the school approach to behaviour and the involvement of the school leadership team.
- The rewarding of student success via *Green and Blue Positive Recognition Cards*, Principal’s awards, weekly certificates and Reward days is instrumental in recognising positive school behaviour.

Affirmations:
- The school has been implementing SWPBS since 2009. The SWPBS Committee is driving a whole school approach and provides fortnightly focus lessons. Teachers are consistently implementing SWPBS in classrooms.
- The school includes *High 5* as a strategy to skill children in conflict resolution.
- Behaviour Management Plans are developed to support identified students.
- Incidents of positive behaviours are being entered into OneSchool by the Principal. Teachers enter details of inappropriate behaviour incidents into OneSchool.
- There is evidence the school has used data to review the Behaviour Management Plan.
- The school uses a Community Education Counsellor to support Indigenous students and families.
- Parents were able to articulate support for the school and their behaviour management approaches.
- The *Options Room* is used to support individual students.

Recommendations:
- Continue to refine and embed SWPBS systematically across the school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement. Ensure induction processes for new staff include SWPBS.
- Consider the development of a moderation process around behaviour ratings and effort ratings to ensure whole school consistency of teacher judgments.
- Review and embed the recently developed School Overview that links the Health Essentials with SWPBS focus rules and YCDI! lessons to ensure consistent application in the school.
- Continue to reflect upon opportunities to store key data in OneSchool to ensure a full record of student data is available for future reference, in particular for secondary schools.
- Continue to provide opportunities to engage the full range of parent representatives in developing the school’s approach to behaviour management and the provision of parent training.
- Ensure the Professional Learning Plan identifies professional development opportunities for all staff members and the School Data Plan identifies the expectations related to behaviour data entry.
- Continue to embed opportunities for teacher reflection throughout the school.