DISCIPLINE AUDIT
EXECUTIVE SUMMARY – SPRINGBROOK SS
DATE OF AUDIT: 12 NOVEMBER 2014

Background:
Springbrook SS is located 36 kilometres south west of the Gold Coast, within the South East education region. The Prep – Year 7 school was established in 1984 and has a current student enrolment of 31 students. The Principal, Sarah Jane Ash, was appointed to the position in 2013.

Commendations:
- The Principal has accepted personal responsibility for the development of a safe, supportive and disciplined school environment.
- The school is driving a strong agenda around Schoolwide Positive Behaviour Support (SWPBS) with a focus upon positive behaviour for learning. SWPBS is a priority in the school’s Annual Implementation Plan (AIP) and a committee, with a variety of stakeholders including a parent, has been established to oversee its implementation.
- The school has collaboratively developed a set of three behavioural expectations, Be Safe, Be a Learner and Be Respectful. These expectations are visible throughout the school, are known by all staff members and students, and are used as a basis for behavioural conversations.
- There is a very strong community spirit and a high level of community support, interest and involvement for the school.
- There has been a strong focus upon engaging the community through enhanced communication including, school newsletters, Facebook, participation in meetings. For example, the Springbrook Mountain Community Association (SMCA) and participation in Landcare projects.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorses and supports the school’s approach to managing student behaviour.
- A rewards system has been established to acknowledge positive student behaviour. Students receive Gotchas and certificates which are aligned with the school’s behavioural expectations. In addition, certificates are awarded for 95 percent and above attendance rates.
- There is an emerging data culture being established and data for positive and inappropriate behaviour is being entered in OneSchool.
- Clear processes have been developed for managing student behaviour and staff members are supported by these processes.
- Individual Behaviour Plans have been developed for students requiring targeted intervention.
- A strong focus upon encouraging student attendance has seen a reduction in student absences.
- Students in Years 6 and 7 have been well prepared for their transition to Junior Secondary in 2015.

Recommendations:
- Continue with the consolidation and implementation of Tier One SWPBS.
- Continue to use OneSchool to enter incidents of positive and inappropriate behaviours and begin a process to systematically monitor, review and evaluate the school’s behaviour data.
- Begin a process to explicitly teach the school’s behavioural expectations.
- Continue with the professional development for staff members in effective behaviour management strategies, for example, Essential Skills for Classroom Management (ESCM), to ensure a consistency of practice.
- Review the school’s Responsible Behaviour Plan for Students (RBPS) to ensure an alignment with the newly implemented SWPBS process.
- Consider the development of a matrix to guide teacher comments for behaviour and effort on student report cards.