DISCIPLINE AUDIT
EXECUTIVE SUMMARY – SANDY STRAIT SS
DATE OF AUDIT: 18 JUNE 2014

Background:
Sandy Strait SS is located in Hervey Bay, within the North Coast education region. The school has a current enrolment of 740 students from Prep – Year 7, including 69 students with disability. The Principal, Sharon McMorrow, was appointed to the position in 2011.

Commendations:
- The Principal and other school leaders have established a safe, supportive and disciplined positive learning environment that is supported by staff members, students and parents.
- The focus on the maintenance of positive learning engagement through differentiated classroom learning, high expectations of student behaviour and explicit teaching has resulted in focussed learning behaviours evident in most students.
- The Principal and Leadership Team have introduced social media as another parent communication medium to engage a broader range of community members in providing feedback on a range of school policies. Data indicates that this is a highly effective communication strategy.
- Staff members are routinely entering inappropriate incidents of behaviour in OneSchool following clear protocols, as identified in the Responsible Behaviour Plan for Students (RBPS).
- The school has aligned behaviour processes and class timetabling for Years 6 and 7 students with the local high school to support their transition to Junior Secondary.
- You Can Do It! social skilling lessons are routinely linked to the explicit teaching of behaviour expectations on assembly and in classrooms.

Affirmations:
- The Principal and other school leaders regularly review the full set of academic, behaviour and attendance data to monitor the effectiveness of the school’s approach to behaviour management.
- Attendance has been a major focus for school leaders and teachers routinely monitor student attendance. Positive attendance strategies have been introduced at a whole school level.
- The school provides regular professional learning opportunities, for all staff members in behaviour management to maintain consistency of practice. All staff members have undertaken Essential Skills for Classroom Management and the school now has six trained classroom profilers who will observe and provide teaching staff with feedback on their classroom micro skills each year.
- The school has established a range of partnerships with families, local businesses, government and community agencies with the express purpose of student engagement.
- The school has introduced Class Dojo in Prep – Year 5 classes to monitor student behaviour and provide parents with online feedback on their child’s engagement in learning.

Recommendations:
- Collaboratively develop protocols and procedures for staff members to enter positive learning behaviour in OneSchool. Update the RBPS to reflect this.
- Maintain the explicit teaching of the Keys to Success on assembly, followed by class lessons, while also communicating the weekly Key to families.
- Continue to routinely screen the full range of school data to monitor student learning, attendance and behaviour and take action as required.
- Schedule the timetabled yearly delivery of professional learning for all staff members in agreed behaviour practices to maintain consistency of language, processes and individual staff member confidence in meeting the agreed protocols.
- Maintain the established partnerships with families, local businesses, community and government agencies in the support of student engagement.