DISCIPLINE AUDIT
EXECUTIVE SUMMARY - YANDINA SS
DATE OF AUDIT: 14 AUGUST 2013

Background:
Yandina SS, located in a semi-rural area on the Sunshine Coast, opened in 1882 and has a population of 210 students. School Wide Positive Behaviour Support (SWPBS) has been implemented at the school. Current Principal, Mr Rob Jennings, was appointed to the position in 2012.

Commendations:
- The Principal and other school leaders have developed a positive school wide approach to managing student behaviour that is grounded within the work of Marzano, the Art and Science of Teaching (ASoT).
- The school universal behaviour expectations: I am Safe, I am Respectful and I am a Learner, are visible throughout the school, are known by staff members, parents and students, and form the basis for the school’s SWPBS behavioural expectation matrix.
- The behavioural expectations are reinforced to students on a regularly basis by staff members, and at weekly parades by the Principal.
- Student behaviour is respectful, polite and caring towards staff and other students.
- The Responsible Behaviour Plan for Students focuses on supporting and promoting the positive behaviours of all students. The plan includes a whole school anti-bullying High 5 strategy, which is well known and supported by staff members, students and parents.

Affirmations:
- The school has re-established the SWPBS Team. All staff members have been engaged in defining operational and instructional interventions. The implementation of the school signage, the school mascots Yan and Dina, and classroom posters are interventions to support consistency across the school.
- The Student Services Team meet on a fortnightly basis to discuss and review interventions for students with high behavioural needs.
- A Positive Behaviour Point system is used to reward positive behaviour. These rewards provide students with feedback for engaging in expected school behaviour.
- All staff members are using design questions from the ASoT) framework to reflect upon their own expectations and student behaviour.
- All teaching staff members have been trained in the Essential Skills for Classroom Management.
- A set of protocols has been documented in relation to entering data in OneSchool.
- Parents are supportive of the behaviour management processes used at the school.

Recommendations:
- Continue to engage the SWPBS Team in reviewing school data relating to behaviour incidents and use this data to review operational and develop instructional interventions.
- Continue to provide opportunities to discuss the effectiveness of interventions through staff meeting time.
- Systematically gather and interrogate attendance, achievement and behaviour data, including positive and inappropriate behaviour, to develop and review interventions to meet the differentiated needs of cohorts and individual students.
- Review protocols in relation to OneSchool data entry and implement accountability procedures to ensure that the data is valid, reliable and purposeful.
- Continue to further develop a self-reflective culture focused on student engagement. Provide opportunities for staff members to engage in collegial coaching to share expertise and provide feedback on the implementation of Essential Skills for Classroom Management.
- Engage staff members in collegial coaching to share expertise which will encourage a school wide, self reflective feedback-feedforward culture focused on student engagement and achievement.
- Consider extending the SWPBS Expectations Matrix by developing a research and evidenced based social skills program to be explicitly taught within classrooms.
- Build upon the high standards of student behaviour across the school to maintain a focus on high levels of student engagement and academic achievement.