DISCIPLINE AUDIT
EXECUTIVE SUMMARY - BLOOMSBURY SS
DATE OF AUDIT: 25 AUGUST 2014

Background:
Bloomsbury SS was opened in 1927 and is located on the doorstep of the Whitsunday Islands, within the Central Queensland education region. The school has a current enrolment of approximately 85 students. The Principal, Samuel Strang, was appointed to the position in 2012.

Commendations:
- The school Enrichment program has been used to engage students and parents in schooling. Extra-curricular activities in areas such as mechanics, cooking, guitar and photography have occurred. Students and parents value this initiative.
- You Can Do It! (YCDI) has been implemented to help build on and develop student social and emotional skills. Teachers explicitly teach the 5 Keys to Success: Persistence, Organisation, Confidence, Getting Along, Resilience.
- Staff members’ active supervision around the grounds when students are at play has been positively described by student leaders. A number of staff members are assigned to playground duty at any one time.
- Teachers and teacher aides are involved in coaching and feedback. Staff members have adopted individual Coaching and Mentoring Logs to record the productive feedback that occurs and teachers welcome their peers into the classroom.
- Teachers are able to show their use of the OneSchool classroom dashboard for monitoring records of positive and inappropriate behaviours, as well as, class and individual student attendance.

Affirmations:
- The school rules: Be Safe, Be Responsible, Be Respectful are known by staff members and students.
- To prepare senior students for Junior Secondary, a number of transition days with local secondary schools have occurred. Parent Information Evenings have also been held.
- All Prep – Year 1 students have a Home Communication Book which is used as a communication tool between school and home.
- The Responsible Behaviour Plan for Students (RBPS) has been reviewed and reflects the current behaviour processes in place.
- A Social Justice segment in staff meetings is used as the forum to discuss behaviour across the school. Minutes are kept on these discussions.

Recommendations:
- Build on the behaviour data gathering process. Provide regular and formal opportunities to review the data captured through both the school reward processes and the OneSchool data capture. Include this gathering and reviewing of data in the school data plan, ensuring that minutes of behavioural meetings are recorded. Share this data with the Parents and Citizens’ Association (P&C) and the school community.
- Implement an A-E Effort and Behaviour matrix, that is school specific, to assist teacher judgement when producing semester reports. A moderation process around this matrix will provide even higher levels of reporting accuracy.
- Explore the development of an out-of-class recording system. This system to provide positive feedback and reward for students who display expected behaviours and record inappropriate behaviours and action taken when at play or lunch breaks.
- Build on the process of ensuring OneSchool is used to report incidents of positive and inappropriate behaviours. Provide clarity amongst all staff members on when a OneSchool report must be made. Continued professional development in the use of OneSchool is essential to this process.
- Explore ways the skills of parents can be enhanced by delivering high quality evidence based training and information on effective behaviour and parenting strategies.
- Ensure staff members receive regular professional development opportunities around behaviour management. These to make up part of the school’s Professional Learning Plan and staff members’ Performance Development Plans (PDP).
- Formally document and explicitly teach the expected behaviours across the school, ensuring that they reflect the high standards evident. This will provide continuity, as well as, clarity in times of staff turnover.
- Continue the promotion and monitoring of student attendance. Provide parents with regular feedback on the school, class and their individual child’s attendance percentage and targets for improvement.