DISCIPLINE AUDIT
EXECUTIVE SUMMARY – BOONDALL SS
DATE OF AUDIT: 21-22 MAY 2014

Background:
Boondall SS is located in Brisbane and has been providing learning to the community since 1925. The school has a current enrolment of approximately 722 students. The Principal, Kim McNamara, was appointed to the school in 2014.

Commendations:
- The school considered the Department’s 2013 School Opinion Survey (SOS) results regarding consistent application of behaviour management, coupled with whole school surveys this year and has identified Schoolwide Positive Behaviour Support (SWPBS) as the research base for the redevelopment of school behaviour processes. Key staff members have commenced Tier 1 training and are developing the Action Plan for implementation.
- The Principal and other school leaders have led a comprehensive consultation with parents, staff members and students to review the six school rules and reduce them to four positively stated rules: Respect, Independence, Safety, Effort (RISE).
- The full range of academic, behaviour and attendance data are routinely monitored by the Principal and school leaders in leadership team meetings and with key staff members in Student Support team meetings.
- Staff members are provided with regular professional learning opportunities to maintain consistent behaviour management practices.
- The school has established ongoing partnerships with a range of local businesses, government and community agencies focused on maintaining student attendance and learning engagement.

Affirmations:
- The school is working with two local high schools to discuss pedagogy and undertake shared professional learning to support Years 6 and 7 students in the transition to Junior Secondary. Class teachers are providing timetabled specialist lesson transitions, homework and assignment planning strategies.
- Some teachers are entering both inappropriate and positive behaviour records in OneSchool.
- Respectful and caring relationships are reflected in the ways in which staff members, students, and parents interact in the implementation of behaviour processes.
- Most teachers are using a range of proactive reward systems at the classroom level to affirm positive behaviour and effort.

Recommendations:
- Review the Responsible Behaviour Plan for Students (RBPS) to reflect the introduction of SWPBS.
- Brand the four newly developed school rules through highly visible signage throughout the school, on assembly, in the newsletter and on the school’s website to continually communicate the school expectations.
- Introduce the explicit teaching of the four new school rules in class, on assembly and include in the school’s newsletters and website. Develop a suite of digital resources to support this.
- Implement the planned provision of the full suite of academic, behaviour and attendance data to class teachers and provide them with the assistance of the data coach to actively monitor every student’s academic and positive learning engagement.
- Develop a whole school protocol for staff members to enter both positive and inappropriate behaviour records in OneSchool, using agreed procedures and protocols.
- Include regular information on positive behaviour strategies for parents in the school’s newsletter, as well as, promoting locally available parenting courses.