DISCIPLINE AUDIT
EXECUTIVE SUMMARY- BIGGENDEN SS
DATE OF AUDIT: 4 SEPTEMBER 2013

Background:
Biggenden SS is a Prep-10 school and has a current enrolment of 108 students. School Wide Positive Behaviour Support (SWPBS) has been implemented at the school and promotes an inclusive curriculum focused upon enabling each student to improve personal skills and abilities. The current principal, Mrs Roslyn Rachemann, was appointed to the position in 2013.

Commendations:
- The Principal and school leadership team drive a positive approach to the management of student behaviour that is known and supported by staff members and acknowledged by the broader community.
- The behaviour expectations of Respect, Responsibility, Learning and Heart, are visible throughout the school and, in conjunction with the Expectations Matrix, form the basis for behaviour discussions.
- There is a school wide professional development process, consistent with the SWPBS, focused on enhancing the behaviour management skills of staff members.
- The whole school process for the recognition of positive behaviours and improved student attendance is supported by a clearly outlined and resourced program for the teaching desired student behaviours in each year level.

Affirmations:
- The Responsible Behaviour Plan of Students provides clear direction to all staff members to develop school wide shared responsibility for student management.
- Most staff members ensure that their behaviour interventions align with the stated school expectations for behaviour management.
- The Parents and Citizens’ (P&C) Association endorse and strongly support the implementation of the Responsible Behaviour Plan for Students.
- A comprehensive range of data has been strategically used to identify areas for improvement, inform decision making and target resources to inform the teaching of desired behaviours.

Recommendations:
- Build on the success of the SWPBS process to provide opportunities for staff members to enhance personal behaviour management skills through a process of self-reflection and collegial feedback.
- Regularly provide classroom teachers with data to stimulate discussion on the effectiveness of differentiated behaviour management strategies.
- Continue to enhance the skills of parents by providing access to high quality evidence based training and information on effective behaviour strategies.
- Create opportunities for staff members, parents and students to work together to provide a safe, respectful and disciplined learning environment.
- Develop a documented Data Plan that refines school processes and procedures for the recording of positive behaviour incidences, recognising achievement, effort and behaviour that provides accurate, reliable and balanced data to inform the school's improvement agenda.