DISCIPLINE AUDIT
EXECUTIVE SUMMARY – HALIFAX SS
DATE OF AUDIT: 16 JULY 2014

Background:
Halifax SS was opened in 1875 and is located in the North Queensland education region. The school has a current enrolment of approximately 22 students. The Acting Principal, Donald Pritchard, was appointed to the position in 2013.

Commendations:
- The school Principal is highly regarded by staff members, students and parents and their high visibility and strong presence throughout the school are appreciated and valued.
- The tone of the school reflects the establishment of a positive learning environment for all students. This is reflected in the long term academic improvement data for the majority of students achieving the Upper Two Bands (U2B) in NAPLAN assessments.
- The school mantra which states: school rules, Keys to Success, 10 Ways to be Successful and the explicit improvement agenda, are recounted by all students a number of times each day.
- The explicit improvement agenda outlines attendance as a school priority. Current school data shows improved attendance levels.
- The school wide rules: Courtesy, Consideration, Cooperation, Commitment, are known by staff members, students and parents.
- The Learning and Wellbeing, Parent and Community Engagement and Charter of Expectations frameworks provide clarity for all around expected behaviours from members of the school community.

Affirmations:
- There is strong collaboration between the Small Schools’ Cluster in this area and the local secondary school. This is evidenced by the number of student visits to the local secondary school. These processes will ensure the smooth transition to Junior Secondary.
- The You Can Do It! (YCDI) program, which promotes positive behaviour traits among students has been introduced this year. Parents speak of their children adopting the Keys to Success: Getting Along, Resilience, Confidence, Persistence, Organisation, in their home environment.
- The Principal, staff members and the Parents and Citizens’ Association (P&C) representatives have reviewed the school’s Responsible Behaviour Plan for Students (RBPS) to ensure that it reflects the current behavioural practices that the school has in place.
- The RBPS outlines the expectations for teachers when dealing with inappropriate or positive behaviour. This guide is linked to the school’s Colour Chart, which outlines what happens at the behaviour steps of Gold, Silver, White, Orange, Red and Purple.
- There are highly visible displays in each classroom and school grounds which depict the weekly focus, attendance percentage, school expectations, rules and the YCDI! Keys to Success.

Recommendations:
- Ensure staff members use the recently adopted Behaviour Standards matrix, which outlines the A-E Effort and Behaviours, to help guide teacher judgement when reporting to parents. A moderation process around this matrix will provide even greater levels of reporting accuracy.
- Formally document the expected behaviours across all areas of the school ensuring that they reflect the high standards already evident. This will provide continuity, as well as, clarity in times of staff turnover.
- Develop a class playground monitoring system that provides opportunities for staff members to reward students displaying the school expectations in the playground.
- Build on the data gathering around behaviour. Add this gathering and reviewing of behaviour data to the school data plan.
- Continue to provide high levels of communication and clarity with parents and the P&C around the detailed behaviour management processes that are in place at the school.