DISCIPLINE AUDIT
EXECUTIVE SUMMARY – SOUTHBROOK CENTRAL SS
DATE OF AUDIT: 16 OCTOBER 2014

Background:
Southbrook Central SS is located approximately 30 kilometres south-west of Toowoomba, within the Darling Downs South West education region. The school was established in 1910 and has a current student enrolment of 49 students from Prep – Year 7. The Principal, Terri-Anne Simpson, was appointed in 2013.

Commendations:
- The school is driving a strong agenda around the implementation of Schoolwide Positive Behaviour Support (SWPBS). A SWPBS Action Plan has been developed to support this implementation.
- The Principal and staff members have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- Data is systematically analysed and reviewed to determine the effectiveness of the school’s behaviour management processes.
- The school’s Responsible Behaviour Plan for Students (RBPS) is based upon five core values known as the 5Cs: Commitment, Courtesy, Care, Courage and Consideration, which are known by all students and used as a basis for behavioural conversations, both for appropriate and inappropriate behaviour.
- The school’s high expectations about students’ behaviour, based upon the five core values, are reinforced in many ways including, teachers explicitly teaching the school’s values, communication in the newsletter, on the website and the school sign, at Parents and Citizens’ Association (P&C) meetings and school parades. These expectations specifically identify the values in the enrolment agreement.

Affirmations:
- A comprehensive review of the school’s RBPS has recently been undertaken, with a new RBPS being developed to incorporate recommendations from the review. This has resulted in the clarification and documentation of the school’s behaviour management processes, including the development of a consequence matrix.
- A system of awards and rewards has been developed, which is closely aligned with the school’s values. These include: Pentagon Awards, Golden Pentagon Awards, Student of the Week, postcards and rewards days.
- Professional development opportunities are provided for staff members to develop their skills, for example, Essential Skills for Classroom Management (ESCM) and Non-Violent Crisis Intervention (NVI).
- Preparation is well underway for Junior Secondary and the transition of students in Years 6 and 7 to secondary school in 2015.
- Comprehensive Individual Behaviour Management Plans have been developed for some students requiring targeted intervention.

Recommendations:
- Consolidate the implementation of SWPBS and move to Tier 2 status in 2015.
- Consider the implementation of classroom profiling to enable teaching staff to gain feedback about their classroom management processes.
- Develop a positive expectations and consequences chart for classroom display to provide a visual reminder for students.
- Continue to explore strategic ways to engage the parent and wider community.
- Consider the implementation of a whole school program to cater for students’ emotional and well-being needs and to complement the explicit teaching of school values.
- Continue to review school data in OneSchool and use the classroom dashboard to monitor the SWPBS implementation. Continue with the recording of incidents of positive behaviour in OneSchool.