DISCIPLINE AUDIT
EXECUTIVE SUMMARY - NOOSAVILLE SS
DATE OF AUDIT: 3 APRIL 2014

Background:
Noosaville SS is located in the North Coast education region and has an enrolment of approximately 600 students from Prep – Year 7. The current principal, Mary McMahon, was appointed in January 2013.

Commendations:
- The behaviour of students is generally very good with respectful and caring relationships existing between students and staff members.
- A very strong set of data concerning positive and inappropriate incidents of behaviour has been collected and is used to inform decision making about routines across the school.
- The Deputy Principal and an identified Teacher Aide are both commended for ensuring that data concerning behaviour is up to date, relevant and ongoing as a focus for all staff members at the school.
- A strong team exists to ensure that the systems and processes associated with Schoolwide Positive Behaviour Support (SWPBS) are in place at the school. The team meets regularly to ensure that reflection and discussion takes place.
- There is strong parental support for SWPBS at the school where parents are able to articulate the school’s expectations and speak highly about how staff members deal with behavioural incidents at the school.
- The school provides regular opportunities for parents to engage in sessions around effective parenting, for example, the 1-2-3 Magic Parenting Program.
- The Leadership Team is working well to establish a consistent language around behaviour and discipline. Teachers talk about a consistent approach to behaviour management across the school being a critical component of the success of SWPBS.
- Staff members at the school feel strongly supported in the implementation of the school’s Behaviour Management Program.

Affirmations:
- Attention is paid to ensuring all staff members are trained in the school’s Behaviour Management Program.
- The school has developed 4 clearly stated expectations, known as the 4Cs which include Caring for Learning, Caring for the School, Caring for Myself and Caring for Others.
- A matrix for behaviour has been developed with the purpose of providing a framework for teaching appropriate behaviours across the school consistent with the 4Cs.
- Attention has been paid to developing systems to ensure that the regular teaching of appropriate behaviour occurs through the Rainbow Rooms whereby students meet in a multi-age setting to participate in lessons concerning behaviour.
- The Chaplaincy program provides an appropriate level of support through Breakfast Clubs, attends to the needs of individual students and specific cohorts of students, for example, The Shine Program for girls in Years 6 and 7.

Recommendations:
- Consider a review of the use of Rainbow Rooms as the process for teaching appropriate behaviour across the school.
- Develop consistent school wide standards around A-E reporting for behavior and effort and consider establishing moderation of grades to ensure consistency of teacher judgment.
- Establish processes whereby the Principal and Deputy Principal formally observe lessons so that feedback can be given to teachers regarding behaviour management and the implementation of the school's pedagogical framework. This will ensure that all students are engaged in quality learning every day.
- Provide professional development for teachers of Students with Disability to ensure that teachers are able to differentiate strategy appropriately in all classes.