**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - LAKE CLARENDON SS**

**DATE OF AUDIT: 8 NOVEMBER 2013**

**Background:**
Lake Clarendon SS is a P - 7 school located in the Lockyer Valley. The school has a current enrolment of 127 students. The current Principal, Mrs Sandra Wright, was appointed in 2013.

**Commendations:**
- A strong culture of respect, caring relationships and collegial support exists within the school. The Principal and staff members work together in a mutually supportive way. There is a strong sense of shared responsibility in maintaining a safe, caring and disciplined learning environment. Staff members, students and parents speak highly of the school.
- The core values of the school are: **Celebrate, Learning, Excellence, Attitude and Respect (CLEAR)** which support a philosophy of demonstrating values in action.
- The school behaviour rules: **Care for Yourself, Care for Others, Care for Your Learning and Care for the Environment**, are visible in classroom and form a basis for the Social Skills Program and behavioural expectations.
- Staff members reinforce the behavioural expectations and school values to students on a regular basis at weekly celebration parades.
- Behaviour Achievement Levels are used to reward positive behaviour. These rewards provide students with feedback for engaging in expected school behaviour and is linked to an end of term **Fun Day** celebration, 98% of students achieve Gold level in behaviour.
- Individual behaviour plans have been developed for students with specific behavioural needs.
- Parents know and demonstrate strong support of the school’s behaviour expectations.

**Affirmations:**
- The school is transitioning to a William Glasser based, Choice Theory approach to managing student behaviour. This approach is built around core values, relationships, basic needs, caring habits and a commitment to quality systematically implemented across all areas of the school.
- A variety of programs have been implemented, including: **environment club, photography club, chess club, mosaic, scrapbooking, origami, craft and project club**. These programs were implemented in response to data and used to encourage positive participation at playtime.
- **Good Ones** and **Behavioural Levels** provide students with feedback when engaging in expected behaviour.
- The school has implemented a visual classroom attendance strategy.
- The school has also implemented **Solving Circle** time as a parent and student communication strategy.
- All teaching staff members have been trained in the Essential Skills for Classroom Management (ESCM).

**Recommendations:**
- Review the Responsible Behaviour Plan for Students (RBPS) in consultation with the school community to ensure this document is reflective of the new Choice Theory approach to meet school wide expectations.
- Continue to further develop a self-reflective culture focused on student engagement. Continue to share expertise and provide feedback to each other on the implementation of ESCM.
- Continue to review behaviour data and use this data to review operational and instructional interventions.
- Consider implementing a criteria for making judgements about behavioural standards to moderate consistency of behaviour marks in report cards across the school.
- Consider building upon the **Stars and Wish** in implementing individual learning behaviour goals and provide timely feedback to students in relation to expected learning behaviours.
- Engage in the regular analysis of student behaviour and achievement data at student and systems level, to evaluate the implementation and effectiveness of the school’s behaviour plan and interventions. Use this data to stimulate discussion on the effectiveness of classroom management strategies and implementation of interventions that are personalised to student needs.
- Continue to build upon and celebrate the improving standards of student behaviour across the school to maintain a focus on high levels of student engagement and academic achievement.