DISCIPLINE AUDIT
EXECUTIVE SUMMARY PARK AVENUE SS
DATE OF AUDIT: 2 JUNE 2014

Background:
Park Avenue SS is located in North Rockhampton and is part of the Central Queensland education region. The school has a current enrolment of 144 students from Prep to Year 7. The Principal, Helen Heery, was appointed in 2009.

Commendations:
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground. These highly visible and continually communicated expectations are evident in the behaviour of most students.
- The school’s Calm Classrooms Program enhances the supportive school environment.
- The Responsible Behaviour Plan for Students (RBPS) has been instrumental in formalising student behaviour centered on the three expectations of Being a Learner, Being Respectful and Being Responsible. All classrooms use the colour coded traffic light system to visually assist students to monitor and control their own behaviour.
- Many artistic features highlight the diverse cultural heritage of students at the school.
- The Leadership Team is implementing the RBPS by ensuring that disruptive behaviour is dealt with promptly and in a supportive manner.
- School assemblies are used to celebrate students’ achievements, effort and learning as well as affirming the responsible behaviour for the week.
- Students and their families are well aware of the school’s expectations and of the consequences of inappropriate behaviour.

Affirmations:
- All teaching staff actively teach and continue to revise the behaviour rules within their classrooms and the playground.
- Teaching staff use a wide variety of strategies, aligned to the school’s three rules, within their classrooms to acknowledge students’ acceptable and noteworthy behaviour.
- The school’s physical environment has provided many areas of choice for students to play and interact safely with others. The structured lunchtime supervision for targeted students provides an opportunity for those students who have difficulty playing independently, to successfully interact with others during this time.
- There is evidence that One School behavior data has been utilised when reviewing school procedures.

Recommendations:
- Continue to embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Extend the school’s data plan so that behaviour information and attendance is included in the systematic collection of data.
- Review attendance protocols to ensure that the Every Day Counts strategy is effectively enacted.
- Continue to provide opportunities to engage the full range of parent and community representatives in developing the school’s approach to behaviour management and program development.
- Enhance community partnerships to grow learning and leadership opportunities for students.
- Review the OneSchool reporting protocols so that the recording of both positive and inappropriate incidents of behaviour are consistent across the school.
- Continue to enhance teachers’ expertise in the use of OneSchool when recording and retrieving data and effectively use the information available on the dashboard.
- Maintain connections with the local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition of students to Junior Secondary.