DISCIPLINE AUDIT
EXECUTIVE SUMMARY – ALLORA P-10 SS
DATE OF AUDIT: 23 JUNE 2014

Background:
Allora P-10 SS is located between Toowoomba and Warwick on the New England Highway in the Darling Downs South West education region. The school has a current enrolment of approximately 219 students. The Principal, Shaun Kanowski, was appointed to the school in 2002.

Commendations:
- The Leadership Team has demonstrated a commitment to the improvement of a whole school culture for learning. The school has goals for 2014 to implement the pedagogical framework and a new approach to the Schoolwide Positive Behaviour Support (SWPBS).
- The Principal has established organisational practices, targets and timelines for actions and identified key staff members to be a part of leading effective changes to the behaviour agenda.
- The school morale is high; this is evidenced by the consistent high results on the Department’s annual School Opinion Survey (SOS) and the numerous positive stories told by staff members. Staff members were open, honest and demonstrated a keen desire to improve the school.
- Parents spoke of their satisfaction with the school’s performance. This consistently high satisfaction is reflected in the SOS.

Affirmations:
- The school has a staff member trained as a Classroom Profiler. Profiling of teacher’s classroom practices is occurring.
- The school has implemented Coffee and Chat Afternoons to inform parents of school plans and programs. A high proportion of parents attend these functions.
- The school reflects on data and modifies school practices as needed, to ensure positive behaviour occurs. The change in eating times is an example of this practice.
- The school has established a SWPBS Committee to monitor the implementation process. Members of the committee are dedicated to achieving an embedded schoolwide practice.
- Student goal setting is developing in some parts of the school. This process is assisting students to achieve observable and measurable outcomes.
- The school’s Attendance Policy has been implemented, with strategies in place to monitor absenteeism. Communication with parents on the importance of attending school occurs regularly.
- The school has an effective process to identify and provide appropriate strategies to support students with needs. The Student Support Committee utilises a range of community, government and school based organisations. The school develops behaviour plans as deemed necessary.

Recommendations:
- Refine the whole school process to monitor classroom and playground behaviours. Ensure the process is well known by staff members, students and parents. Consider refining and expanding the present Levels Process to achieve this.
- Refine the school wide process to recorded data in OneSchool. Ensure consistency of when and what to record is clear to all staff members. Consider linking to the school’s approach to monitor classroom and playground behaviours.
- Refine the school’s behaviour agenda to focus on enhancing learning behaviours that will support student engagement. These should be embedded in all classroom routines and practices.
- Provide professional development to ensure consistency of staff members’ knowledge and practices. Continue the use of regular updates as a means to achieve this.
- Develop a school matrix of indicators for A-E standards for reporting on Effort and Behaviour.
- Continue to develop practices that assist students to self-regulate their behaviour. Continue to implement the goal setting process as one of these practices.
- Continue to develop effective teaching practices that engage all students so that they achieve success. Celebrate these successes.