DISCIPLINE AUDIT
EXECUTIVE SUMMARY - GOOMBUNEEE SS
DATE OF AUDIT: 5 NOVEMBER 2014

Background:
Goombungee SS is a small rural primary school located approximately 50 kilometres north-west of Toowoomba, within the Darling Downs South West education region. The P – 7 school has a current enrolment of approximately 116 students. The Acting Principal, Skye Gabler, has been in the position since 2013.

Commendations:
- Students are well mannered and demonstrate a great pride in themselves and their school. They wear the school uniform with pride.
- The CARE Values: Cooperation, Achievement, Responsibility and Excellence are well known by the school community and embedded in the school’s programs and procedures. Each value is described by an array of four behaviour statements which further describe the value in action. These expectations are explicitly taught to students in class, as well as, on assemblies using a fortnightly focus.
- Each classroom teacher maintains a reward system and Behaviour Wall to record student behaviour progress, which systematically reinforces the school’s behaviour expectations. This data is monitored and used to acknowledge long term positive behaviour patterns. Twice every term, teachers meet to review, plan and reward student behaviour levels.
- The school has adopted Explicit Instruction as its school wide pedagogy. Consistency in teaching routines, classroom displays and goal setting, contributes to the consistency experienced by students as they move from class to class.
- A close focus is maintained on matching student learning expectations and experiences with their current learning capability.
- Student attendance is currently at 95 per cent. This has been achieved through a systematic program to promote and maximise the attendance of all students. Additional positive encouragement of students with low levels of attendance has raised parent awareness of the effects of this issue.
- A Behaviour Action Plan has been developed to improve staff members’ capability in classroom management, focus values education and the development of a positive behaviour culture.
- A detailed Student Support Service (SSS) process has been developed to ensure expertise, cooperative effort and resources are provided to address identified learning issues.

Affirmations:
- Staff members and parents relate examples the development of special programs for students with challenging and disruptive learning behaviour being trained to self-manage, successfully participate and engage in class learning.
- The inclusive school culture ensures students with diverse behaviours and learning needs are welcomed and accepted into the life of the school.

Recommendations:
- Continue to explore the power of positive behaviour research creating a desired learning culture.
- Continue to develop staff members’ expertise at engaging students with learning difficulties and disabilities.
- Review the reward system with regard to age appropriateness, frequency and effectiveness.
- Continue to use individual goal setting to focus students and parents on specific behaviour improvements.
- Continue to explore the individual learning styles or preferences to inform students about their learning preferences.
- Continue to use OneSchool as the single point of truth for recording achievement, intervention and support information for each student.
- Continue to explore pedagogical practices that contribute to the consistency of behaviour expectations across the school.