DISCIPLINE AUDIT
EXECUTIVE SUMMARY- ALLENSTOWN SS
DATE OF AUDIT: 31 MARCH 2014

Background:
Allenstown SS is located Rockhampton in the Central Queensland education region. It has been providing learning to the community since 1877. The school has approximately 395 students currently in attendance. The Principal, Ms Jenny Archer, was appointed to the school in 2011.

Commendations:
- The Principal and Schoolwide Positive Behaviour Support (SWPBS) committee are driving a positive approach to managing student behaviour. This agenda is couched in terms of high standards and a reliable approach to the processes of recording and monitoring whole school data.
- There is a strong sense of wellbeing among the staff members and students. Students speak fondly of a caring school and caring teachers.
- The school leadership team makes deliberate and strategic use of partnerships with families, local businesses, government agencies and community organisations to access other resources to ensure a safe, supportive and disciplined learning environment.
- The high level engagement with outside agencies and organisations is enhancing parental and community links with the school.
- A vibrant support program co-exists with the Chaplaincy and Guidance Officer at the school.
- Staff members and parents tell stories of changing behavioural and attitudinal reform by students which allows them to re-engage in their learning.

Affirmations:
- Parents and community demonstrate strong support of the school's behaviour expectations.
- The teachers are using a range of proactive reward systems at the classroom level to affirm positive behaviour and effort.
- The school behaviour expectations of the 4As; Always Safe, Always Learning, Always Respectful and Always Present, are visible and are known by all staff members and students.
- Programs and strategies associated with the school’s improvement agenda have a very strong research base.
- The school has held cluster discussions with the local secondary school to discuss programs and processes to assist in a successful Year 6 and 7 transition. These include the SWPBS process, data collection and school expectations.

Recommendations:
- Ensure the school wide expectations, behaviours and recording processes are clearly defined, widely communicated and embedded in practice for consistency in application and action by all staff members.
- Continue to build classroom teachers’ data literacy to collect, analyse, interpret and act on student data, in order to frequently and independently support students in terms of their attendance, behaviour and learning.
- Ensure criteria for making judgments about A-E behaviour and effort standards for consistency are utilised during moderation for reporting.
- Develop protocols and a process around recording student behaviour, to include positive as well as major and minor incidences.
- Continue to develop processes to closely monitor attendance and routinely engage with families to increase student attendance and engagement in learning.
- Embed the weekly lesson plans to ensure consistency of practice and a commitment by all teachers to the explicit teaching of appropriate behaviour.