DISCIPLINE AUDIT
EXECUTIVE SUMMARY- TORBANELEA SS
DATE OF AUDIT: 12-13 SEPTEMBER 2013

Background:
Torbanlea SS, located 20 kilometres north of Maryborough opened in 1887. The school has a current enrolment of 410 students with a significant number of students travelling to school by bus from neighbouring beachside and rural areas. School Wide Positive Behaviour Support (SWPBS) has been implemented at the school. Current Principal, Mr David Hillhouse, was appointed to the position in 2011.

Commendations:
- The Principal and SWPBS team are driving an explicit, detailed and positive approach to managing student behaviour in consultation with the school community. This agenda is couched in terms of high standards and clear expectations of student behaviour.
- The school has a small number of positively stated school wide expectations that are clearly defined and embedded in practice.
- The School Wide Expectations Teaching Matrix defines the school rules and specific behavioural expectations across all school settings. These expectations are communicated to students by the Principal, Deputy Principal and student leaders at the weekly Expectation Parade.
- Positive behaviour and thoughtful acts are reinforced through a number of initiatives including, Good Choice Awards, and Cupcake of Kindness rewards.
- The school has implemented a unique student-staff relationship program called Fuss.
- The school has implemented a Parent Café. The space is used as a drop-in centre for parents. It is also used as a venue for informal networks, support group meetings and parent training programs.

Affirmations:
- The school was recently awarded a regional SWPBS Green Award.
- The school won 2013 Fraser Coast Business Award as Education Provider of the Year for their service to families.
- The Parent Support Officer coordinates a number of highly supportive intervention programs, which are valued by the whole school community. The school and local businesses sponsor a number of these initiatives including, Bonding Camps, Budgeting programs and Cheesecake Workshop.
- Individual behaviour support plans and associated home parenting support plans are implemented for students with high behavioural needs.
- The school has started recording positive behaviours in OneSchool.

Recommendations:
- Develop a set of agreed procedures and protocols around the collection of data and review of classroom interventions to ensure data gathered is purposeful, valid and reliable.
- Develop a continuum of proactive, evidence based interventions for inappropriate classroom behaviour. Encourage and support all teachers to tailor their classroom management strategies and behaviour management interventions to student needs, backgrounds and experiences.
- Review the implementation of the school's SWPBS lessons, including cyber-bullying to ensure weekly expectations and data driven interventions are being consistently delivered throughout all classrooms.
- Review what constitutes high standards and clear expectations for behaviour, attendance and engagement with all staff members. Consider aligning and moderating these standards to the reporting process.
- Consider using the Art and Science of Teaching Framework (ASOT) as a scaffold for staff members to reflect upon effective classroom management practices.
- Continue using OneSchool classroom dashboard to analyse behaviour, attendance and achievement data and the impact on student learning progress.
- Consider ways of actively engaging the full range of parents in reviewing the school’s approach to behaviour management.
- Strategically review partnership programs with families, local businesses and community organisations to evaluate their success in terms of student engagement.