DISCIPLINE AUDIT  
EXECUTIVE SUMMARY - EMERALD SS  
DATE OF AUDIT: 10 SEPTEMBER 2014

Background:
Emerald SS was opened in 1879 and is located within the Central Queensland education region. The school has a current enrolment of approximately 383 students. The current Principal, Rhonda Jones, was appointed to the position in 2014.

Commendations:
- The Principal is clearly driving a positive culture and articulates the belief that a consistent school wide approach to the managing of student behaviour will ensure all members of the school community have a clear understanding of the high standards being set.
- Teaching staff at the school take pride in their learning environments and students are welcomed into a safe, disciplined and well-cared for environment every day.
- The school behaviour expectations are framed around the rules of: Be Safe, Be Respectful and Be Responsible. These rules overarch the 5 Keys to Success: Getting Along, Confidence, Organisation, Persistence and Resilience of the You Can Do It! (YCDI) education program.
- Teachers have developed individualised class systems for rewarding positive behaviour. These systems work well within the school’s Code of Student Behaviour. Examples of these reward systems include the use of classroom Dojo’s, stickers and coupons.

Affirmations:
- The Parent and Citizens’ Association (P&C) strongly support the school’s Responsible Behaviour Plan for Students (RBPS) and expect that it be enacted consistently.
- Clear school wide expectations have been established and documented.
- The Principal and other school leaders monitor the full range of attendance, behaviour and academic data and take timely action if there is a pattern emerging.
- The school is very well advanced in its planning and preparation for students transitioning into Junior Secondary in 2015. A strong relationship with the local state high school is evident.

Recommendations:
- Ensure the Behaviour Management Team has a strategic focus. The composition of this team to widely represent staff members.
- That the review of the current Behaviour Management Plan is conducted through a consultative process involving staff members, students and parents and any modifications be endorsed by the appropriate authorities.
- Ensure that all stakeholders know and consistently support the processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary support and consequences.
- Use the extensive OneSchool behaviour database to identify strategies that are effective, or ineffective, in managing the behaviours of individual students. Apply these strategies in a differentiated manner to assist both teachers and students to create an optimum learning environment.
- Develop a Professional Learning program that includes the delivery of the Essential Skills for Classroom Management (ESCM) strategies.
- Develop a school A-E rubric for Behaviour and one for Effort that can be included in a moderation process to validate teacher judgement.
- Review current understanding of consequences given and then consistently apply. Ensure the standards expected are communicated broadly.