DISCIPLINE AUDIT
EXECUTIVE SUMMARY - CHELONA SS
DATE OF AUDIT: 31 OCTOBER 2013

Background:
Chelona SS is a Prep – Year 7 school which opened in 1887. The school is a School Wide Positive Behaviour Support (SWPBS) school with a current enrolment of 90 students. Current Principal, Mrs Lynette Wood, was appointed to the position in July 2011.

Commendations:
- The Principal and staff members are united and passionately committed to the goal of all students achieving high standards in attendance, behaviour and achievement.
- The school’s Responsible Behaviour Plan for Students (RBPS) is supported by teachers, parents and students. The Behaviour Matrix has clarified behaviour expectations for teachers and students and assist with consistency.
- A strong culture of respect and caring relationships exist within the school. Staff, students and parents speak highly of each other and of the school. Student behaviour is respectful and classrooms are calm and orderly.
- Positive behaviour is reinforced through the Star of the Week Award. This award is based on tickets issued by teachers and assists with the explicit teaching of required behaviour through rewarding students who exhibit positive behaviour.
- The school has developed a Behaviour Plan, which is based on School Wide Positive Behaviour (SWPBS) principles.
- The involvement of students in activities such as the Annual Science Fair enhances student engagement and connections to the broader community.

Affirmations:
- The school employs a student wellbeing teacher to provide advice to teachers and support to students with emotional, social and behavioural difficulties.
- Focus behaviour lessons are conducted by classroom teachers and reinforced through Wellbeing Assemblies conducted by the Principal, Wellbeing Teacher, Guidance Officer and a parent.
- Individual Behaviour Support Plans are developed for students with specific behavioural needs.
- The school has implemented the High Five strategy and other classroom strategies to provide visual reminders for students about the manner in which they are required to conduct themselves.
- The Chelona Way Award provides students with motivation to meet the school’s expectations in relation to exemplary behaviour and student leadership.

Recommendations:
- Develop the capacity of all teachers to use data and associated evidence to differentiate the curriculum, pedagogy and classroom environment for students with complex behaviour and learning needs.
- Continue to systematically gather and interrogate attendance, achievement and behaviour data, including positive and inappropriate behaviour. Use this data to develop and review interventions to meet the differentiated needs of cohorts and individual students.
- Engage all teachers in training to enable them all to regularly enter positive and inappropriate student behaviour into OneSchool.
- Celebrate and build upon the high standards of student behaviour across the school to maintain a focus on high levels of student engagement and commensurate academic achievement.
- Continue to engage teacher aides in relevant professional development so that they are able to enhance the support that they are providing to students.
- Continue to engage the school community in decision making, and policy review and establishment.
- Continue to use the performance development planning process to ensure that teachers engage in professional development focusing on student behaviour management.
- Begin to explore ways the skills of parents can be enhanced by delivering high quality evidence based training and information on effective behaviour strategies for them.