DISCIPLINE AUDIT
EXECTIVE SUMMARY
DECEPTION BAY NORTH SS
DATE OF AUDIT: 7-8 OCTOBER 2014

Background:
Deception Bay North SS was opened in 1979 and is located approximately 40 kilometres north of Brisbane, within the North Coast education region with a current enrolment of approximately 594 students. Current Principal, Delaine Latemore, was appointed to the position in 2002.

Commendations:
- The school has established very explicit and well documented student behaviour management processes.
- The school behaviour expectations: Respect, Responsibility, Resilience, Relationships and Learn are known by all staff members and students, and form the basis for the school rules.
- The Principal and other school leaders clearly articulate their belief that reliable data on student behaviour is crucial to achieving a safe, supportive and disciplined learning environment. There are significant examples of how data is used to optimise organisational arrangements resulting in improved behavioural outcomes.
- The strategic partnerships formed beyond the school are ensuring students’ social, emotional wellbeing and engagement in learning is a priority.
- The positive communication with parents by the Leadership Team is evidenced by the program in place where teaching staff identify two students worthy of recognition each term. This positive acknowledgement is greatly appreciated by the parents.
- A system of awards and rewards has been developed to acknowledge positive student behaviour, underpinned by the House Cup point system.

Affirmations:
- The school’s data plan includes a requirement for all teachers to record details of behaviour breaches in OneSchool. Teachers have diligently met this consistent requirement and the data has proven to be invaluable in guiding decisions concerning actions and consequences for students who have breached the school’s behaviour guidelines and to plan intervention strategies.
- All teachers are recording incidents of positive behaviour and outstanding student achievement in OneSchool.
- The school has invested in staff members being provided with professional development opportunities to implement Essential Skills for Classroom Management (ESCM) practices, these teachers speak positively about the effectiveness of the training.
- The school has a strong commitment to the Schoolwide Positive Behaviour Support (SWPBS) as the primary approach to student management.
- Teaching staff take pride in their work and ensure that all students are actively engaged in their own learning. Staff morale is very good.
- The Parent and Citizens’ Association (P&C) support the school’s Responsible Behaviour Plan for Students (RPBS). Parents are supportive of the behaviour expectations of the school.

Recommendations:
- Continue to encourage greater rates of school attendance through researching what has been successful at other schools and adapting these initiatives to the local context. Review the current procedures to include a more timely response from the teacher in regard to unexplained absences. Develop a very visible school statement regarding attendance.
- Expand the ESCM practice to enhance the Personal Development Plan (PDP) that is already in place.
- Develop and resource a scope and sequence of lessons through the Friendly School Plus program. This will ensure consistency of language and deliver a whole school focus.