DISCIPLINE AUDIT
EXECUTIVE SUMMARY - COPPABELLA SS
DATE OF AUDIT: 12 NOVEMBER 2013

Background:
Coppabella SS is located in the Central Queensland education region. The school has an enrolment of 26 students across Prep to Year 12. The Principal, Mr Shane Wilkie, was appointed in January 2013.

Commendations:
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and embedded in practice. These expectations are highly visible and continually communicated, and are evident in the behaviour of most students.
- The school has successfully utilised the 5Cs as their major focus for student expectations: Care, Courtesy, Co-operation, Consideration and Common Sense, these expectations are referred to often in formal and informal gatherings. The 5Cs are well known by all students.
- The Peg Reward System has been instrumental in improving student behaviour and has been successfully implemented in Prep to Year 7. Washing Pegs are used as rewards for good behaviour.
- I own my own behaviour is the foundation stone for the school behaviour management processes.
- The school has developed a process where students are provided with a friendly reminder, then a warning and then the loss of a peg. A yellow card and red card system is in place for more serious misdemeanours. Students are well aware of expectations and of the consequences of poor behaviour.
- The Principal, teachers and teacher-aides are all well known in the community and this contributes to the good order of the school.
- There is consistency of practice within the school in relation to the Positive Behaviour Plan and the ownership of the plan by the staff members is very high due to their involvement in its design and review.

Affirmations:
- Teachers and parents speak highly of the Principal and the leadership that he has demonstrated.
- The school has developed a home grown behaviour process and there is universal agreement that there is no need for any change to the plan.
- Teachers are increasingly entering details of behaviour incidents and details of parent contacts into OneSchool and have also commenced entering positive occurrences.
- The Principal is very conscious of the importance of pedagogy and student behavior professional development for teachers and teacher aides. Appropriate provision is made in the school budget.
- All members of staff have a current Performance Development Plan and these plans include professional development related to student engagement.
- The school has developed a Student of the Week award which is presented on assembly each Tuesday. These are very meaningful awards within the school and students strive to achieve them.
- Overall student behaviour is of a very high standard and the adopted strategy is working successfully.
- The school is implementing a Passport System to provide a clear path for students wishing to be in a leadership position within the school to follow.

Recommendations:
- Continue to embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning.
- Continue to investigate opportunities to implement consistent expectations across the entire school in relation to the rewarding of and recording of positive student behaviours.
- Provide opportunities to engage the full range of parent and community representatives in developing the school's approach to behaviour management.
- Review the Responsible Behaviour Plan for Students and other plans annually to ensure their currency.
- Review the data collection process to ensure that both negative and positive instances are recorded in OneSchool in order to allow a full analysis of the data to occur.