**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - OXLEY SS**

**DATE OF AUDIT: 17 JUNE 2014**

**Background:**
Oxley SS was established in 1870 and is located in the western suburbs of Brisbane in the Metropolitan education region. The P – 7 school has a current enrolment of approximately 534 students. The Principal, Errol Slingsby, was appointed to the school in 2008.

**Commendations:**
- The Leadership Team and teachers have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. This environment is characterised by high expectations for all students and the consistent delivery of quality teaching and learning practices.
- There is a respectful and caring nature of relationships evident between all stakeholders. This is reflected in the positive way in which staff members, students and parents interact.
- The strong focus on developing quality relationships with every student and the consistent implementation of explicit instruction expectations and routine, maximises student engagement and significantly reduces the incidence of inappropriate student behaviour.
- Clear expectations for behaviour and routines for learning are explicitly taught at the commencement of each school year as part of the Learning Oxley initiative. This strong focus provides a reference point for re-direction and learning related to behaviours throughout the year.
- The school has a small number of positively stated school wide expectations that are clearly defined and evident in practice. These expectations are visible throughout the school environment, continually communicated and are evident in the behaviour of students.
- Appropriate student behaviour is positively reinforced through the implementation of whole school and classroom reward systems. These systems recognise individual and whole class positive behaviours on a daily, weekly and school term basis and are celebrated on assembly and in newsletters.

**Affirmations:**
- The Responsible Behaviour Plan for Students (RBPS) has been reviewed and updated through a collaborative process.
- A renewed focus on You Can Do It! has lifted the profile of the program across the school and the level of student engagement with its five behaviours and attitudes. Assigning a designated teacher to deliver lessons has improved the consistency of learning associated with the program.
- Teachers are complementing You Can Do It! lessons with the explicit teaching of school expectations. This is done in a meaningful way that is commensurate with the age and ability of the students, with some teachers embedding the teaching of expectations into daily routines, including warm ups.
- The whole school Consequence Levels system provides a continuum of whole school consequences for inappropriate student behaviour. Each teacher has developed classroom consequences that are aligned with the whole school system.
- The school is focused on preparing Years 6 and 7 students to transition to Junior Secondary, through the nurturing of a strong relationship with the local high school and implementation of a transition plan.

**Recommendations:**
- Formalise the explicit behaviour improvement agenda through the development of a positive behaviour support action plan.
- Implement the Expectations Rubric currently under construction to improve the consistency of the explicit teaching of the expectations. Consider developing a set of whole school lessons based on the behaviour expectations outlined in the rubric.
- Revisit definitions for minor and major behaviours and develop a protocol for the consistent entering of inappropriate behaviour incidents in OneSchool by teachers. Ensure the protocol is aligned with existing Consequence Levels system and articulates expectations for the documentation of parent contact.
- Develop a school wide system for the consistent analysis of behaviour data. Systematically analyse the range of data sets to identify behaviour trends and to monitor the effectiveness of intervention strategies.
- Continue to build the capacity of staff members to effectively and confidently support student behaviour through targeted professional development including, Essential Skills for Behaviour Management, Active Supervision and Classroom Profiling.