**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - HILDER ROAD SS**

**DATE OF AUDIT: 27 MARCH 2014**

**Background:**
Hilder Road SS is a metropolitan school located in Brisbane. The P – 7 school has a current enrolment of approximately 450 students, with the first draft of Year 7 students transitioning to high school this year. The Principal, Mr John Collins, was appointed to the school in 2010.

**Commendations:**
- In 2012, the Principal led a consultative process with parent representatives, staff members and students resulting in the documentation of a comprehensive Responsible Behaviour Plan for Students (RBPS). The plan is explicit, detailed, grounded in research, is evidence based and is available to all parents on the school’s website.
- 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. Data is also regularly reported to parents and staff members to maintain the positive behaviour focus.
- Teachers are recording incidents of positive and inappropriate behaviour into OneSchool. The school celebrates students’ Hilder Heroes positive learning behaviours which are identified through assembly certificates and recorded in OneSchool. The school behaviour expectations of, Being Safe, Being Responsible, Being Respectful, are highly visible throughout the school, are known by all staff members, parents and students and form a basis for all behavioural conversations.
- The successful transition of Year 7 students to Junior Secondary in 2014, was a result of alignment between primary and secondary settings and positive education processes (the embedding of Habits of Mind and values).

**Affirmations:**
- The Chaplain provides a range of programs for groups and individuals, including Friends for Life, Chappy Games and organises Random Acts of Kindness awards for school assemblies.
- The parents and community are very supportive of the behaviour management processes used at the school.
- Seven teachers have been trained in Essential Skills for Classroom Management (ESCM) profiling and all teachers and teacher aides have undertaken ESCM training. Teachers speak very positively about the effectiveness of this training and classroom application.
- The school provides parents with regular access to high quality training and information on effective parenting through parent sessions run by expert behaviour consultants and in school newsletter articles.

**Recommendations:**
- Finalise the 2014 review of the RBPS through a consultative process involving staff members, students and parents. Ensure all stakeholders know and consistently support the processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary support and consequences.
- Maintain the practice of teachers recording incidents of inappropriate and positive behaviour in OneSchool.
- Continue to develop the skills of parents by delivering high quality evidence based training and information on effective behaviour strategies in a variety of ways.
- Use the extensive OneSchool behaviour database to identify strategies that are effective or ineffective in managing the behaviours of individual students and apply these strategies in a differentiated manner to assist both teachers and students to create an optimum learning environment.
- Maintain the program of professional development, to ensure that behaviour processes are consistently applied across the school. The ESCM profile training that was positively received by teachers may form part of that professional development.