DISCIPLINE AUDIT
EXECUTIVE SUMMARY - BURDEKIN SCHOOL
DATE OF AUDIT: 15 SEPTEMBER 2014

Background:
Burdekin School was opened in 1974 and is located in Ayr, within the North Queensland education region. The Early Childhood Development Program and Prep to Year 12 school for students with disability, has a current enrolment of approximately 29 students. The Principal, Rhonda Hillyard, was appointed to the position in 2012.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school has developed a set of positively stated developed school wide expectations: Being Respectful, Being Safe and Responsible Learning. These expectations are communicated through a variety of ways in classrooms and at the front entrance.
- The school has combined Schoolwide Positive Behaviour Support (SWPBS), KidsMatter and Chaplaincy known as the We All Matter approach.
- Staff members are effectively using a range of innovative and proactive reward systems across the school such as, positive Student of the Week certificates, Gotcha Awards system and Butterfly Parent Notes, to affirm behaviour and effort success.
- Positive, minor and major incidents of student behaviour are being recorded in OneSchool.
- The embedded whole school Developing Performance Framework (DPF), adopted with staff members, includes a review each semester involving the Leadership Team, or appropriate supervisor.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorse the school’s Responsible Behaviour Plan for Students (RBPS).
- Community links with businesses, agencies and government departments to build parent and community capacity and improve student engagement for example, community fundraising, School of Distance Education for senior school delivery and senior transition.
- The school has an ongoing commitment to pedagogy through the Dimensions of Teaching and Learning and Explicit Teaching for pedagogical delivery.
- The implementation of the Communication and Behaviour Symbol Lanyards across the school is proactively supporting differentiation and scaffolding student management.
- Staff members are effectively using a range of resilience programs for students such as, KidsMatter, Bucket Filling and Green Thoughts on a daily and weekly basis and are embedded in the explicit teaching lessons.

Recommendations:
- Continue to build classroom teachers’ data literacy skills by developing the electronic school systems on OneSchool and Class Dashboard to record and analyse student data in terms of their attendance, behaviour and learning.
- Build on the school wide system for the consistent collection and analysis of behaviour data in OneSchool. Systematically analyse the range of data sets to identify behaviour trends and monitor the effectiveness of intervention strategies and link to incidental teaching episodes within the explicit teaching timetabled expectations of Being Respectful, Being Safe and Responsible Learning.
- Consider expanding the branding of the expectations signage to pathways and additional outside areas to increase the message beyond the classroom.
- Continue to build staff members’ capacity to support student behaviour through targeted professional development that is aligned with DPF to revisit Essential Skills for Classroom Management (ESCM), Functional Behaviour Analysis or Classroom Profiling.
- Explore ways to engage parents and empower them with relevant training and information on locally available effective positive parenting courses.