**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - HATTON VALE SS**

**DATE OF AUDIT: 7 MAY 2014**

**Background:**
Hatton Vale SS is located within the Locker Valley, 30 minutes from Ipswich and 45 minutes from Toowoomba. The school operates Prep to Year 7 classes, with a current enrolment of approximately 450 students. The Principal, Gayle Coleman, was appointed to the school at the beginning of 2011.

**Commendations:**
- The Principal and the Leadership Team have successfully introduced a Schoolwide Positive Behaviour Support (SWPBS) process into the school to address student behaviour concerns and improve the school culture.
- This process includes the development of a small number of positively stated, school wide expectations that are clearly defined and impact positively on student behaviour in many classes. These expectations have been well communicated to students, staff members and the school community.
- All teachers have undertaken professional development, including *Essential Skills for Classroom Management and Classroom Profiling*, to assist in providing behaviour support for students.
- The school’s Guidance Officer (GO) and Head of Special Education Services (HOSES) have introduced a range of early intervention support programs to help address the school readiness of students and learning engagement in the junior school. The success of these programs, along with the effective implementation of the SWPBS process is particularly evident in the behaviour and learning engagement of students in the lower school.

**Affirmations:**
- Teachers and students in classrooms where the SWPBS process has been implemented most consistently are reporting a significant change in classroom culture and a reduction in the number of students with challenging behaviours.
- Parenting programs such as *Triple P – Positive Parenting Program (PPP)* have been offered by the school to assist parents. The *Fun Friends Program* and other social skills development programs have been provided for some students.
- *The Club* activities provide a very motivating and tangible part of the school’s rewards programs for students. Many teachers volunteer their time to assist with the provision of these activities.
- Teachers from the school have been involved in planning for the implementation of Junior Secondary with staff members from Laidley SHS, which includes the sharing of best pedagogical practice between Primary and Secondary campuses.

**Recommendations:**
- Continue to develop the level of consistency of the SWPBS implementation, especially in relation to the use of rewards to shape positive student behaviour; the explicit teaching of school rules and their underlying values; and the consistent use of consequences for inappropriate behaviour in all classrooms and the playground.
- Continue to develop the partnerships and goodwill between teachers and parents in all classrooms, in order to engage their support in addressing behavioural concerns and learning engagement needs.
- Continue to develop teacher consistency regarding the expected procedures and protocols for the recording in OneSchool of positive and inappropriate behaviour and the sharing of information with parents.
- Continue to develop the skills of parents by delivering high quality evidence based training and information on effective behaviour management and parenting strategies, to support the work of the school.
- Review the consistency of approach in dealing with students who display inappropriate behaviours. Develop a *No Excuses* approach to dealing with these behaviours, as outlined in the school’s Responsible Behaviour Plan for Students (RBPS).
- Continue to develop teachers’ skills in differentiating learning for students.