DISCIPLINE AUDIT
EXECUTIVE SUMMARY - GLENMORE SS
DATE OF AUDIT: 2 APRIL 2014

Background:
Glenmore SS is located in Rockhampton and has been providing learning to the community since 1971. The school has a current enrolment of 426 students. The Principal, Ms Christine Hills, was appointed to the school in 2013.

Commendations:
- The Principal and leadership team are driving an explicit, detailed and positive approach to managing student behaviour. This agenda is couched in terms of high standards, clear expectations of student behaviour and a rigorous consistent approach to the processes of recording and monitoring whole school data.
- Staff members and parents tell stories of life changing behavioural and attitudinal reform by students which allow them to re-engage in their learning.
- Students can articulate a high level of understanding of the school rules and community aspirations.
- There is a strong sense of wellbeing at the school among the staff members and students. Students speak fondly of a caring teachers and a caring school.
- There is an explicit, clear and rigorous process to gather and interrogate achievement and behaviour data, including positive and inappropriate behaviour.
- The school has a vibrant behaviour process based predominantly on the research of Schoolwide Positive Behaviour Support (SWPBS), Lee Cantor and the Fleming model of improved performance.

Affirmations:
- Behavioural expectations, which are highlighted through the consistent use of two clear, explicit rules of are highly understood and communicated throughout the school environment.
- Students of all year levels can articulate the school expectations of, Being a Respectful, Responsible Learner, through the rules, Keep Hands, Feet and Objects to Yourself and Follow the Teacher's Instructions Immediately.
- A strong culture of respect and caring relationships exist in the broader school community. This is reflected in the shared values and commitment to the implementation of the behaviour processes.
- The teachers are using a range of proactive reward systems at the classroom level to affirm positive behaviour and effort.
- The Junior Secondary transition plan includes opportunities for successful Year 6 transition. These include, transition days and discussions around responsible behaviour rules and intervention.

Recommendations:
- Develop criteria for making judgments about A-E effort standards for consistency during moderation.
- Include Behaviour and Effort standards and targets in the school data plan.
- Embed processes to ensure consistency of practice and a commitment by teachers to the explicit teaching of appropriate behaviour. The weekly lesson plans will enhance student engagement and understanding of focus areas.
- Continue to provide opportunities to engage the full range of parent and community representatives, in reviewing and refining the school’s approach to behaviour management.
- Review the data collection and analysis process to ensure that both negative and inappropriate incidents are recorded in OneSchool in order to document a legitimate analysis of the data to follow the students through their schooling.
- Capture the essence of the behaviour management processes for relief staff members, to ensure the standard of student behaviour is maintained through the consistent application of school procedures.
- Ensure that improved student outcomes are the main focus of teachers in order to capitalise on the good behaviour of students in their classes.