DISCIPLINE AUDIT
EXECUTIVE SUMMARY - RAILWAY ESTATE SS
DATE OF AUDIT: 10 JUNE 2014

Background:
Railway Estate SS is located just outside the central business district of Townsville, within the North Queensland education region. The school has a current enrolment of 236 students from Prep to Year 7. The Principal, Daniel Broadfoot, was appointed in 2013.

Commendations:
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and established within the classrooms and playground.
- The expectations, Be Safe, Be Responsible and Be Respectful, are continually communicated and evident in the behaviour of most students.
- These expectations are supported by the Six Pillars which include the virtues of Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. These virtues are actively demonstrated on assembly each week, followed up with classroom discussions and evident in the school newsletter.
- The school environment reflects a sense of belonging and pride with colourful murals, well-kept grassed areas and great sports facilities. The covered playgrounds, covered sand pit, oval areas and the school's resource centre provide many locations where students can play and interact safely with their peers.
- The school is well supported by an active Parents and Citizens' Association (P&C) who have been keenly involved in supporting curriculum resourcing and improvements in the school environment.
- Students in Years 6 and 7 are considered leaders within the school. A large Student Council involves students from Years 3 to 7 who are responsible for many of the fund raising activities. School captains, sports captains and council roles are examples of student leadership positions.
- The school encourages parents and volunteers to assist within the classrooms, especially with the reading and literacy programs.

Affirmations:
- Community groups such as Centrecare and Child Youth Mental Health (CYMH) provide support for the school community and individual students at the school.
- The Leadership Team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring that disruptive behaviour is dealt with promptly and in a respectful manner.
- There is evidence that school generated data has been utilised when reviewing school procedures.

Recommendations:
- Refine and embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Provide opportunities to engage the full range of parent and community representatives in developing the school’s approach to behaviour management.
- Review the data collection process to ensure that both inappropriate and positive incidents of behaviour are recorded in OneSchool in order to allow for a full analysis of the data.
- Enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard.
- Review the school’s procedures and protocols for effort and behaviour ratings and comments on student reports to ensure alignment with the school’s behaviour expectations and consistency across the school.
- Maintain strong connections with the many local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students to Junior Secondary.