**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - APPLETHORPE SS**

**DATE OF AUDIT: 3 NOVEMBER 2014**

**Background:**
Applethorpe SS is located approximately 7 kilometres north of Stanthorpe, within the Darling Downs South West education region. The school celebrated its centenary in 2011 and has a current enrolment of 32 students from Prep to Year 7. The current Principal, Martin Hodgson, was appointed to the position in 2009.

**Commendations:**
- The core values known as *The Applethorpe APPS: Good Manners, Accept Responsibility, Respect for Others, Pride in our work and Pride in our School*, are embedded and clearly evident across the school. They are regularly referred to on assembly and at school activities and are known by students, staff members, and parents. These expectations form the basis for student behaviour conversations.
- The school has adopted *Bill Rogers: Focus on White Squares*, as the underlying research to support the behaviour management processes implemented by the school.
- There is strong community and Parents and Citizens’ Association (P&C) support for the behaviour management structures and procedures the school has put in place. The P&C feel the school reflects community values.
- The school rewards system has, *Star of the Day* for younger students and *Student of the Week* for older students. All students work towards achieving, *Bronze, Silver, Gold and Platinum* behaviour levels by accumulating 100 points in each term. This is displayed on the *Behaviour Chart* for older students and an *Independent Worker Book* for younger students. Students who reach the target are able to attend the *Rewards Day* held at the end of the semester.
- The school has implemented a number of programs to support the development of students’ mental health and wellbeing.
- There is significant pride expressed in the school by students’, staff members’ and the wider community.

**Affirmations:**
- There is a strong sense of collegiality amongst staff members, who see themselves as a team.
- All staff members are working on their Developing Performance Framework (DPF).
- The *Granite Belt Cluster of Schools* work closely to overcome any disadvantage experienced by students from being at a small school. They cooperate in sport activities and camps.
- Detailed records of student behaviour are kept in the *Daily Behaviour Book*. This supports the provision of feedback to parents and students and helps inform reporting.
- The school has established a clear behaviour routine with a focus on learning and a promotion of positive reinforcement.
- The school is keen to learn from research to improve the learning environment for all students.
- The *Granite Belt Cluster of Schools* work together to assist in the transition of students to the local secondary school.

**Recommendations:**
- Continue the role out of the pedagogical framework to establish clear and consistent rules and procedures in all classrooms to provide clarity around what students and teachers are expected to do.
- Continue to develop the use of data and the use of OneSchool and provide professional development for all staff members.
- Develop a *Coaching and Mentoring* program that incorporates observation and formalised feedback for all teachers and profiling.
- Continue to provide professional development in behaviour management to ensure consistency of staff members’ knowledge and practices.
- Begin to explore ways the skills of parents can be enhanced by delivering high quality evidence-based training and information on effective behaviour strategies.
- Continue to ensure consistency in the application of all consequences as appropriate for all students.