DISCIPLINE AUDIT
EXECUTIVE SUMMARY - KAIRI SS
DATE OF AUDIT: 1 APRIL 2014

Background:
Kairi SS was opened in 1911 and is located in the Far North Queensland education region, with a current enrolment of approximately 86 students. Current Principal, Mrs Sandra Stroud, was appointed to the position in 2005.

Commendations:
- The school Guidance Officer can describe the detailed student analysis that the school completes for targeted students to assist in providing a clear picture before the Guidance Officer begins to work with an individual child.
- The school is able to show good levels of attendance for most students and high levels of attendance for Indigenous students.
- The school's positively stated school wide behaviour expectations of, Be Safe, Be Responsible, Be Respectful, are visible throughout the school and readily identified by staff members, students and parents. These expectations form the basis for student behaviour conversations.
- There are limited behavioural incidences at this school and a strong focus on teaching and learning. The result of this focus is evident in long term improvement data in the area of reaching National Minimum Standards (NMS) in the NAPLAN assessments.
- The Principal has accepted personal responsibility for ensuring a safe and supportive and disciplined learning environment. The school demonstrates a strong conviction that student engagement and regular attendance are keys to improved student learning.
- Senior students attending Junior Secondary next year have been provided with a detailed action plan by their nearest feeder school. The Principal can discuss and show the processes that have been implemented to ensure parents and students are comfortable with the upcoming move to secondary school. A number of consultation processes with the school and parents make up part of this detailed transition plan.

Affirmations:
- The school has an Effort and Behavioural Matrix to assist judgement when reporting A-E achievement to parents.
- Senior students role play expected behaviours at parade and a number of classes regularly review the school rules and expectations.
- The school has recently begun implementing Positive Behaviour For Learning (PB4L) with the support of the school community.
- The school has a detailed consequence flow chart that is identified by all staff members, students and a majority of parents. This flowchart is displayed in all classrooms.
- The consequence flowchart details strategies which guide teachers when dealing with particular student behaviour. The strategies are based on the Essential Skills to Classroom Management (ESCM).
- This school is using the You Can Do It! Program to teach values. The Principal has discussed how the school is reviewing the effectiveness of this program.
- The school has a number of Individual Learning Plans (ILP's) in place to assist students to remain focused on learning.

Recommendations:
- Produce formalised lessons based on the school wide matrix and document/timetable the delivery of the explicit teaching of these expected behaviours. Documentation will provide a platform for consistency across the school in terms of a clear understanding for staff members and students, of expected behaviours.
- Begin to gather and record data on both the current consequence flowchart and an agreed upon reward system. Regularly and formally review the data captured through these reward and discipline processes. Add this gathering and reviewing of data to the school data plan ensuring that minutes of behavioural meetings are recorded.
- Ensure there is clarity around when a One school report is to be made for all behaviours. Provide all staff members’ with professional development on the recording of this data. Implement a process that monitors these recordings to ensure data is valid and reliable.
- Ensure staff members’ planning has written adjustments and descriptions of students where differentiating behaviour strategies occur.