DISCIPLINE AUDIT
EXECUTIVE SUMMARY – THE GUMS SS
DATE OF AUDIT: 8 OCTOBER 2014

Background:
The Gums SS is a small, remote rural school located 208 kilometres west of Toowoomba, and lies within the Darling Downs South West education region. The school has a current enrolment of 26 students from Prep – Year 7. The Principal, Sue Kruger, was appointed to the school in 1999.

Commendations:
- The Principal and staff members are committed to ensuring a safe, supportive and disciplined learning environment. They demonstrate a belief that student engagement and regular attendance are essential to improved student learning.
- The school has established four positively stated school rules: Be Respectful, Be Responsible, Be Safe, and Be a Learner.
- There is a supportive atmosphere to the school with a positive, friendly tone and culture evident. Staff members, students and parents speak of the school with pride and strong ownership.
- Students describe the school as having high expectations, where their teachers, peer support and the small school context are highly valued.
- Parents speak positively of the approachability of teaching staff, their quality communication and the respectful relationships that are evident at the school.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorses the school’s Responsible Behaviour Plan for Students (RBPS).
- The school has worked to prepare students for Junior Secondary, in particular, preparing students for attendance at larger schools or as boarders residing away from home.
- The school positively recognises appropriate behaviours through Student of the Week certificates which are communicated publicly in the newsletter.
- The school is implementing Explicit Instruction as the pedagogical framework.
- Students set goals for their learning in the upper grades and regularly monitor their progress towards attainment of these goals.

Recommendations:
- Strongly communicate the four school rules and high expectations for learning within the community through a range of modes to ensure prominence of school’s culture.
- Continue to implement Explicit Instruction as the school’s pedagogical framework. Support consistent and high quality teaching through coaching, observation and developmental feedback.
- Ensure the consistent application of the behaviour management flowchart within and across classes. Furthermore, consider a process of self-monitoring by, and feedback to students, of daily progress against the school’s four key rules within classroom learning.
- Further develop, coordinate and communicate the whole school positive rewards and recognition program which provides short and long term recognition of desired behaviours and improvement.
- Develop and apply consistent processes for documenting records of contact, behaviour incidents and positive behaviours in OneSchool. Build staff members’ capacity to utilise the OneSchool dashboard.
- Review the school’s Data Plan to include regular cycles of review and discussion of systematically collected data on student behaviour and attendance in order to ensure continuous improvement.
- Consider implementing, in collaboration with parents, a goal setting process for attendance. Link recognition and positive reinforcement to the achievement of the school attendance target.
- Ensure the development of an induction program for all staff who are commencing at the school for both short and long term tenures, to ensure consistency and continuity of the school’s approach.
- Consider the development of daily or weekly sessions for the explicit teaching of, or reflection upon, the school’s rules and positive behaviours. Document an annual plan of lessons for the explicit teaching of school rules and desired behaviours to ensure a developmental progression.