DISCIPLINE AUDIT
EXECUTIVE SUMMARY - RANGEVILLE SS
DATE OF AUDIT: 26 MARCH 2014

Background:
Rangeville SS is located in the city of Toowoomba in the Darling Downs South West education region. The school was opened in 1909 and currently has 823 students enrolled from Prep to Year 7. The Principal, Mr Michael Ludwig, was appointed in 2012.

Commendations:
- The Principal and school leaders are driving a culture of high expectations and are committed to ensuring a safe, supportive and disciplined learning environment.
- There is a respectful and caring nature of relationships evident between all stakeholders. This is reflected in the positive way in which staff members, students and parents interact.
- School leaders have led a collaborative review of the Responsible Behaviour Plan for Students (RBPS) that has resulted in a significant update of the plan to reflect current practice.
- The school has a small number of positively stated school rules that are clearly defined, visible throughout the school and evident in the behaviour of students.
- Teachers have in place a range of effective systems to reinforce appropriate student behaviours that have been tailored to meet the age and ability of students.
- The You Can Do It! approach is used extensively to explicitly teach desired behaviours and values to students.

Affirmations:
- The introduction of the Gotcha system compliments other school wide reward strategies and has ensured positive student behaviours in the playground are frequently reinforced.
- Formalising the Flight Check system has provided teachers with clear expectations on key year level and class systems, routines and structures that are to be established at the start of the school year.
- Defining minor and major behaviours has improved the consistency of entering incidents of positive and inappropriate behavior into OneSchool, as well as making contact with parents.
- Student Support Services (SSS) structure ensures students with behaviour, socio-emotional and academic needs are provided with the appropriate support designed to improve their learning.

Recommendations:
- Ongoing training and induction in knowledge and understanding of minor and major behaviours will ensure these practices continue to be implemented consistently.
- Further alignment with the Beaker data capture system will ensure all students requiring support are identified.
- Develop a Behaviour Support Action Plan to identify key strategies designed to improve student behaviour and enhance the consistent implementation of whole school processes.
- Develop a positive and inappropriate behaviour consequences diagram outlining the continuum of strategies used to support student behaviour. Display in all learning environments and induct students and parents in its use through assemblies, newsletters and school documents.
- Extend OneSchool data analysis to include school, year level and sector dashboard audits. Utilise data to identify behaviour trends and to track the effectiveness of intervention strategies.
- Investigate the introduction of an Effort and Behaviour Matrix to improve the consistency of teacher judgments in the reporting process. Consider using the matrix as a tool for students to reflect and receive feedback on their behaviour.
- Increase the number of recordings of incidents of positive behavior in OneSchool.
- Continue to build staff members’ capacity to support student behaviour and consistently implement school processes through targeted professional development.