DISCIPLINE AUDIT
EXECUTIVE SUMMARY - CLIFTON SS
DATE OF AUDIT: 4 NOVEMBER 2014

Background:
Clifton SS is a small rural primary school located approximately 50 kilometres south of Toowoomba, within the Darling Downs South West education region. The Prep to Year 6 school has a current enrolment of approximately 90 students. The current Acting Principal, Damien Daly, has been leading the school since October 2014.

Commendations:
- The leadership of the previous Principal in creating a thinking and learning team committed to providing students with safe, supportive and disciplined learning environment is noted by staff members and the community.
- The environment at the school is well maintained and presents students and the community with an inviting place to learn.
- Students at the school are well mannered and obviously enjoy being part of small school family atmosphere. They feel safe and are encouraged to be themselves.
- The Schoolwide Positive Behaviour Support (SWPBS) has been constructed over several years and is now embedded in practice. Clear behaviour expectations are communicated and where necessary taught to students. A detailed and rigorous recognition and reward system is used to encourage positive behaviour.
- The school rules: Be a Responsible Learner, Be Respectful and Be safe are highly visible and embedded in school practices. The Bee Awards are most effective in encouraging and rewarding desired behaviours. Students are motivated by these incentives.
- A level system is employed to ensure students are encouraged to Go for Gold. Systematic use of these awards and behaviour data is used to deliver long term acknowledgement for sustained positive behaviour choices. Rewards Days are organised to further reinforce the learning culture.
- The school has, for the last 12 months, systematically analysed attendance, behaviour and achievement data in a Class Profile meeting. Specialists, Class teachers and the Administration Team monitor student progress, plan and differentiate teaching and support plans to ensure every student is learning.

Affirmations:
- Teaching staff are mindful of the school wide pedagogical practices and the importance of these in assisting students’ to become aware of their learning role in different phases of lessons.
- The school demonstrates a wonderfully inclusive community engaging and supporting students with high level of learning and physical disability.
- Every classroom consistently displays Daily Behaviour Charts providing instant feedback to students about ongoing behaviour choices.
- A WOW Wall celebrates the wide range of behaviour, academic and social awards in that class for the previous week.
- The school provides a Chaplain to support students, as well as, the Shine Girls program and Rock and Water program to build resilience for young men and women.

Recommendations:
- Continue to refine staff members’ understanding of the school wide pedagogy to strengthen the consistency of school wide teaching practices.
- Continue to develop students hunger for learning, that is, who are they learning for?
- Review the effectiveness of behaviour consequences in changing ongoing behaviour choices.
- Further engage parents as partners in the education process.
- Review rewards program for frequency, age appropriateness and effectiveness.