DISCIPLINE AUDIT
EXECUTIVE SUMMARY - FITZGERALD SS
DATE OF AUDIT: 26-27 MARCH 2014

Background:
Fitzgerald SS is located on the coast of Central Queensland in the northern suburbs of Mackay. The school has a current enrolment of approximately 750 students. The Principal, Mr Michael Anderson, has been at the school for seven years.

Commendations:
- The tone of the school is very good, both in the classrooms and playgrounds. Staff members speak highly of students and their behaviour.
- Strong differentiation practices are evident in the school and these ensure student engagement is maintained.
- Expectations for behaviour are strong and clearly evident in all classrooms and across the school.
- Parents speak highly of how the Principal and Deputy Principal manage and respond to behaviour and how they communicate with parents.
- There is a strong sense of wellbeing at the school among staff members and students. Students speak fondly of a caring school and caring teachers.
- The school environment is well maintained and classrooms are set up attractively which promotes a safe and disciplined learning environment.
- Interactions between parents, staff members and students are very respectful and parents talk very positively about school culture, especially the level of communication between teachers and parents.

Affirmations:
- Attention is paid to ensuring all staff members are trained in agreed behaviour strategies to ensure a supportive learning environment is maintained.
- Three school expectations have been developed: Be a Learner, Be Safe and Be Happy. These expectations are visible throughout the school community.
- The school has a good support team, who meet to discuss and plan for the needs of students who are facing academic and/or social challenges.
- The school uses data to inform case management decisions about individual students and communicates behaviour plans with families.
- A recognised and well understood process which utilises a Blue and Amber card system exists for responding to inappropriate behaviour in classrooms and playgrounds and a Gold Card system is used to acknowledge positive behaviour.
- A-E grades for behaviour are determined by referral to a school wide matrix to ensure grades are consistent and defensible.
- The school leaders use behaviour data to drive decision making regarding routines and procedures at the school.

Recommendations:
- Continue to build classroom teachers’ capacity to collect, analyse and act on student data in order to frequently and independently support students in terms of behaviour and learning.
- Develop a process whereby teachers enter positive entries in OneSchool. Enhance ongoing communication with parents to celebrate success around behaviour and learning.
- Engage parents when reviewing the school’s Behaviour Management program.
- Ensure that professional development for teachers and staff members is translated into effective and consistent practice in the classroom.
- Consider developing a process where the school’s expectations for behaviour are formally taught in classrooms and consistency of practice is enhanced.