Discipline Audit
Executive Summary - Dayboro SS
Date of Audit: 11 March 2014

Background:
Dayboro SS is located in the D’Aguilar Ranges northwest of Brisbane. The Prep to Year 7 school opened in 1874 with a current enrolment of 356 students. The Principal, Garry Drummond, was appointed to the school in 2013.

Commendations:
- School leaders and teachers are clearly committed to the provision of a safe, supportive and disciplined learning environment.
- The school has a set of positive school wide expectations that are clearly defined, widely communicated, embedded in practice and are evident in the behaviour of students.
- School expectations are explicitly taught to students through weekly assembly, class micro-lessons and incidental learning opportunities. Learning centered on the expectations is reinforced through posters, awards and communication with parents.
- The school has a suite of positive reinforcement systems to recognise appropriate student behaviours. These strategies are aligned to the school expectations and tailored to be meaningful for the age and ability of students.
- Inappropriate student behaviour is consistently managed through the implementation of the Classroom and Playground Management Systems.
- School leaders and teachers frequently and proactively communicate with parents regarding school expectations and behaviour support mechanisms through the school’s newsletters, website, emails and parent information evenings.

Affirmations:
- The Principal is driving a culture of high expectations and is committed to ensuring a safe, supportive and disciplined learning environment.
- There is a strong focus on establishing rules and routines in every classroom at the commencement of each school year through the First Eight Days initiative.
- The Thinking Chair and Exit Class management strategies are consistently implemented and contribute to the maintenance of disciplined classroom environments and providing students exhibiting inappropriate behaviours the opportunity to reflect on and modify their behaviours.
- The school is focused on preparing Years 6 and Year 7 students to transition to high school through the nurturing of strong relationships with local schools, reciprocal visiting programs, adjustments to Junior Secondary programs and explicit discussions with students and parents.

Recommendations:
- Consider investigating whether potential exists to further align the First Eight Days strategy with the Art and Science of Teaching (ASoT) pedagogical approach
- Reinvigorate the School Wide Positive Behaviour Support (SWPBS) approach by revisiting the relevant strategies and data.
- Review the Responsible Behaviour Plan for Students (RBPS) through a consultative process involving staff members, students and parents. Ensure the plan is aligned with research and evidence and reflects current school practices.
- Clearly define behaviours that result in the issuing of a blue slip in the playground and identify when parent contact will occur within the Managing Behaviour in Playground process.
- Review Managing Behaviour in the Classroom process to clearly identify when parent contact and mandatory reporting on OneSchool occurs. Develop a protocol to ensure consistent implementation of the process and embed in staff training and induction.
- Encourage all staff members to record incidents of positive behaviour in OneSchool.
- Develop a school wide system for the consistent collection of behaviour data to evaluate the effectiveness of behaviour strategies to and develop tailored interventions.