**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - TIVOLI SS**

**DATE OF AUDIT: 6 JUNE 2014**

**Background:**
Tivoli SS is a small urban school located eight kilometres from the centre of Ipswich City in the Metropolitan education region. The school has a current enrolment of 118 students from Prep to Year 7. The Principal, Jan Barton, was appointed in 2009.

**Commendations:**
- The school has a small number of positively stated school wide expectations with appropriate behaviours that are clearly defined and established within the classrooms and playground. These expectations are continually communicated and are evident in the behaviour of most students.
- The school has high expectations for appropriate behaviour with the introduction of *Tivoli Tiger Roars* to represent the school's behaviour framework. Students are able to articulate and put into practice the expectations of *Respect, Organisation, Attitude, Resilience/Persistence*, *Safe and Strong* (ROARS).
- The extensive playgrounds, covered handball courts, oval and library provide many areas of choice for students to interact safely with their peers.
- The school is proactive in the transition program for Pre-Prep students from the different day care centres in the area. An extended program for Pre-Preps is run in term four with parents actively involved in school centred information sessions.
- Students and their families are well aware of the school’s expectations and consequences of inappropriate behaviour.

**Affirmations:**
- All staff members actively teach and continue to revise the behaviour rules within their classrooms and the playground.
- Professional development associated with behaviour management and student wellbeing is undertaken by all staff members at the beginning of the year, during induction sessions and pupil free days.
- Close associations with the local high school have been made, with Years 5, 6 and 7 students involved in science and technology programs.
- Student leadership is valued within the school, with students taking active roles in; assemblies, community celebrations, Student Council, Indigenous and school sports activities.
- The Leadership Team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring that disruptive behaviour is dealt with promptly and in a respectful manner.
- Overall student behaviour is of a high standard and adopted strategies are working successfully.
- There is evidence that school generated data has been utilised when reviewing school procedures.

**Recommendations:**
- Continue to revise and embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Ensure the Developing Performance Framework (DPF) reflects the school’s improvement agenda and the professional development needs of all staff members.
- Continue to provide opportunities to engage the full range of parent and community representatives in developing the school’s approach to behaviour management and program development.
- Review the data collection process and data plan to ensure that academic, diagnostic, attendance, and behaviour incidents are recorded in OneSchool in order to allow for a full analysis of the data.
- Enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard.
- Review the protocols associated with the Effort and Behaviour standards and comments on student reports to ensure consistency across the year levels.
- Continue to foster connections with the local high school to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students into Junior Secondary.