DISCIPLINE AUDIT
EXECUTIVE SUMMARY - GLEN APLIN SS
DATE OF AUDIT: 24 OCTOBER 2014

Background:
Glen Aplin SS was established in 1887 and is located approximately 10 kilometres south of Stanthorpe, within the Darling Downs South West education region. The P - 7 school has a current enrolment of approximately 103 students. The Acting Principal, Marina Clarke, was appointed to the position in 2014.

Commendations:
- The school is currently reviewing its endorsed Responsible Behaviour Plan for Students (RBPS) to reflect the changes required to become a Schoolwide Positive Behaviour Support (SWPBS) school. Staff members are currently undertaking training for the research based SWPBS initiative and initial data indicates the supportive learning environment for the students is greatly enhanced.
- The expected behaviours for the school are: I am Safe, I am Responsible, I am Respectful and I am a Learner. These expected behaviours were generated with community consultation and are widely displayed in the school environment.
- The school has a matrix describing how students can display the expected behaviours and use this as a basis for teaching expected behaviours.
- The innovative involvement of the student leaders as a significant part of the explicit teaching agenda has resulted in all students having a very clear understanding of the expected behaviours.
- Positive student behaviour is reinforced through a range of whole school celebrations including WOW awards. These celebrations recognise positive behaviours on a daily, weekly and term basis and are a well understood part of the school culture.
- The data set used by the school includes minor, major and positive behaviours. These are recorded in OneSchool and monitored regularly by the Principal and staff members to identify trends.
- The Principal is working closely with the local high school to develop a transition program for students in Years 6 and 7 to successfully transition to Junior Secondary in 2015.

Affirmations:
- Parents of the school greatly value the small school environment and report that it is just like family. Parents report that teachers are very welcoming and that parents are well informed about their children’s educational development.
- Active engagement of teacher aides to maximise learning for students in a range of structured programs at every year level is a feature about which students, parents and staff comment very favourably. This feature of the learning environment is especially helpful for students at risk of disengaging from learning.
- Staff members have actively engaged a range of support agencies from within and outside the school context to provide targeted support for children and their families who are dealing with a complex range of social and emotional issues that are adversely impacting on their educational development.
- Parents report that they are very well informed and supportive of the schools SWPBS initiatives and that their children are fully engaged with the WOW awards. Parents also indicate strong support for a focus on positive behaviours.

Recommendations:
- Continue the high level of engagement with SWPBS training and implementation. Accompany this with a timely completion and endorsement of the RBPS to reflect the changes to the school’s behaviour management approach and make this widely known in the school community.
- Further develop staff members’ knowledge and skills in the use of Class Dashboard as an aid to monitoring student trend data in attendance, behaviour and academic development.
- Continue to monitor and manage student attendance of to reflect the school’s alignment to the Every Day Counts initiative.