DISCIPLINE AUDIT
EXECUTIVE SUMMARY – BLenheim SS
DATE OF AUDIT: 30 JULY 2014

Background:
Blenheim SS was opened in 1879 and is located in a semi-rural community, in the heart of the Lockyer Valley, within the Darling Downs South West education region. The school has a current enrolment of approximately 98 students. The current Principal, Russel Sweeper, was appointed to the position in 2009.

Commendations:
- The school’s behaviour values: Positive Language, Positive Actions, Positive Relationships, Positive Place is known by students, staff members and parents.
- Parents and student leaders describe the safe, supportive environment provided by the school. This has in part led to a significant increase in enrolment numbers.
- Parents describe the high levels of communication provided by the school team. All students have a Home Communication Book which is used as a communication tool between school and home.
- The school has implemented the Better Buddies Framework. This program links older students with younger students, with the aim of younger students feeling safe and cared for and older students feeling valued and respected.
- Staff members’ active supervision around the grounds when students are at play has been positively described by the student leaders. Staff members conduct the same duty each day enabling a consistent approach when students are eating and playing.

Affirmations:
- The school has differentiated behaviour strategies in place for a number of students and can provide examples where they have worked closely with outside agencies and services to assist in providing a focused learning environment.
- The school has implemented a reward system where students who display the appropriate behaviours receive Positive Action Tickets (PAT) tickets. Individual and whole school awards and raffles are linked to this reward system.
- Parents describe the proactive approach the school has taken in keeping them fully informed of any incidents of inappropriate behaviour that may occur.
- To prepare senior students for Junior Secondary, a number of transition days with the local secondary school have been put in place for Years 6 and 7. Enrichment Days and Parent Information Sessions have also assisted this preparation process.
- The Principal records incidents of positive behaviour in OneSchool and teaching staff record level two incidents of inappropriate behaviour in OneSchool.

Recommendations:
- Strongly promote attendance as a necessity to successful learning throughout the school and wider community. Provide parents with regular feedback on their child’s attendance with individual and whole school attendance targets to be regularly monitored and reviewed.
- Build on the behaviour data gathering process and provide regular and formal opportunities to review the data captured through both the school reward processes and the OneSchool data capture. Include this gathering and reviewing of data in the school data plan, ensuring that minutes of behavioural meetings are recorded. Share this data with the Parents and Citizens’ Association (P&C) and school community.
- Formally document the expected behaviours across the school ensuring that they reflect the high standards already evident. Explicitly teach these behaviours and ensure these lessons are timetabled.
- Introduce a consequence flowchart to provide a consistent whole school approach for students and staff members on what steps to take when dealing with minor inappropriate behaviour.
- Implement formalised standards for reporting A-E achievement in both Behaviour and Effort. Establish a process for whole school moderation of these standards.
- Build on the recently introduced student tracking system. Processes that ensure the validity of this system are required.