DISCIPLINE AUDIT
EXECUTIVE SUMMARY - LONGREACH SS
DATE OF AUDIT: 2 APRIL 2014

Background:
Longreach SHS is located approximately 870 kilometres west of Rockhampton in the Central Queensland education region and has a current enrolment of 207 students. The Principal, Ms Lesley Andrews, was appointed in July 2010.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment, demonstrating a strong conviction that student engagement and regular attendance are keys to improved student learning.
- Schoolwide Positive Behaviour Support (SWPBS) has been implemented as the foundation upon which a whole school, shared responsibility for student management has been developed. SWPBS has been strengthened this year and there is a renewed focus on the explicit teaching and positive reinforcement of appropriate behaviour to all students.
- The school’s values of Integrity, Ownership, Understanding and Safety (IOUS) are highly visible throughout the school and are readily identified and understood by students. These values form the basis for student behaviour expectations, which students had a strong influence in framing.
- There is a positive, calm and friendly tone and culture evident at the school.
- The Student Services Committee provides for a proactive, and holistic approach to monitoring and promoting student wellbeing and engagement and coordinating intervention for students at risk of disengagement.

Affirmations:
- A matrix of expected behaviours specific to subjects and a range of contexts in the school has recently been developed.
- Expectations about students’ behaviour are communicated and enhanced through school assemblies and in school newsletters.
- The Parents and Citizens’ Association (P&C) endorse and support the school’s Responsible Behaviour Plan for students (RBPS).
- Staff members and students speak with pride about the school and progress that has been made in rebuilding community confidence in the school.
- Criteria have been developed to build consistency in the determining of effort and behaviour levels on term reporting.
- A range of alternative programs is available for students and pathways to employment and further training are a key feature of engagement for senior students.

Recommendations:
- Continue the implementation of SWPBS to achieve Tier 2 recognition.
- Continue to develop a positive learning culture reinforced by the consistent use of agreed routines, expectations and SWPBS language. Ensure there is a consistent implementation and application of agreed consequences by all staff members.
- Review how positive rewards are awarded to ensure that the full range of students receive appropriate acknowledgement.
- Continue to focus on, and explore ways to improve student attendance, including positive recognition and rewards.
- Explore strategic ways to further engage the wider school community in the supportive school environment by enhancing relationships, developing parent skills and strengthening the school’s positive profile.
- Investigate an appropriate professional development and training program for all Year Level Coordinators.