DISCIPLINE AUDIT
EXECUTIVE SUMMARY - ASHMORE SS
DATE OF AUDIT: 24-25 FEBRUARY 2014

Background:
Ashmore SS is a P – 7 school located in the South East education region, with a current enrolment of 791 students. The Principal, Mrs Margaret James, was appointed in January 2011.

Commendations:
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are clearly defined and embedded in practice. These expectations are highly visible and continually communicated and are evident in the behaviour of most students.
- The school has successfully utilised the ASHMORE values as their major focus for student behaviour management and regularly rewards students for meeting their expectations.
- The Faces and Inverted Triangle has been instrumental in improving student behaviour and has been successfully implemented school wide.
- The school has implemented a Thunderbirds retreat area for students who are deemed to require a retreat from other students, or who need to socialise in a non-threatening educational environment.
- Students are aware of school expectations and of the consequences that accompany poor behaviour.
- The Principal, teachers and teacher aides are strongly focused on the successful operation of the behaviour program and are aware that this program is the foundation of student achievement.
- There is consistency of practice within the school in relation to the Responsible Behaviour Plan for Students (RBPS) and the ownership of the plan by staff members is very high due to their involvement in its design and review.

Affirmations:
- Overall student behaviour is of a very high standard and adopted strategies are working successfully.
- Teachers supervise students in the Planning Room with a view to addressing behaviour misdemeanours by students both inside and outside the classroom.
- The school has developed its behaviour process based predominantly on the research of Glasser.
- Students, teachers and parents express a very high degree of support for the RBPS. Many teachers can provide a description of their participation in the processes adopted to produce the plan.
- Teachers are increasingly entering details of behaviour incidents, parent contact and positive interactions with students into OneSchool.
- The Principal is very conscious of the relationship of effective pedagogy and student behaviour and has implemented professional development opportunities for teachers and teacher aides.
- All staff members have a current Performance Development Plan and these plans include requests for professional development related to the school’s Explicit Improvement Agenda.
- The teachers are given the opportunity to nominate two students each fortnight for recognition on a sector assembly. These are very meaningful awards in the school and students strive to achieve them. Parents of recipients are invited to the school to be present for the ceremony.
- Overall student behaviour is of a very high standard and adopted strategies are working successfully.
- The school provides opportunities for students to undertake leadership duties to ensure that they can contextualise their knowledge of the required level of student behaviour.

Recommendations:
- Continue to monitor the effectiveness of the behaviour processes systematically across the school to ensure their continued effectiveness and development of a culture that enhances learning.
- Continue to seek opportunities to implement consistent behaviour expectations across the school.
- Review the Responsible Behaviour Plan for Students and other plans annually to ensure their currency.
- Review the data collection and analysis process to ensure that both negative and positive instances are recorded in OneSchool in order to allow a legitimate analysis of the data to occur.
- Provide opportunities to engage the full range of parent and community representatives in reviewing and refining the school’s approach to behaviour management.