DISCIPLINE AUDIT
EXECUTIVE SUMMARY - KIMBERLEY PARK SS
DATE OF AUDIT: 24-25 OCTOBER 2013

Background:
Kimberley Park SS is a Prep –Year 7 community of approximately 920 students and caters for a wide range of student needs.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school has a small number of positively stated school wide expectations and appropriate behaviours. These expectations are continually communicated and are evident in student behaviour.
- The school leaders and all staff members demonstrate a strong level of respectful and caring relationships for all school community members.
- The school recognises positive behaviours by celebrating these at assemblies. Teachers and teacher aides regularly acknowledge students in the classroom and playground.
- Strong procedures are in place to encourage a school wide, shared responsibility for student management, and to encourage the development of a culture that promotes learning.
- There is a range of initiatives and programs implemented for individual and groups of students during lunch breaks. Examples include: The Club, discos, dance, Film Festival and Robotics.
- School leaders place a high priority on the ongoing professional learning of all staff members. Feedback from the Professional Learning and Feedback Journal conversations inform personalised professional development sessions.

Affirmations:
- Students enrolling in the school receive an induction to the school wide culture and behaviour expectations.
- The Parents and Citizens’ Association endorse and support the school’s Responsible Behaviour Plan for Students.
- A range of attendance, behaviour and academic performance data is collected and shared with all teachers and teacher aides.
- Clarity about how students are expected to behave is enhanced through teachers in their classrooms and supported by presentations at school assemblies, staff briefings and newsletters.
- All school leaders and Special Education staff members place a very high priority on understanding, and address the behaviour needs of identified students.
- School leaders have developed a positive school wide approach to managing student behaviour that is grounded in research and is evidence based. This approach is built around high expectations, core school and community values and a commitment to deliberate success.

Recommendations:
- Review the whole school expectations of explicitly teaching the You Can Do It! desired behaviours.
- Regularly provide opportunities for parents to engage in developing the school’s approach to behaviour management, so they know and support the school processes for rewarding positive behaviour and reporting behaviour incidents.
- Review and implement school wide procedures and protocols to regularly enter data about positive and inappropriate student behaviour into OneSchool.
- Continue to strengthen the work of the Committee for School Improvement (CSI) Support Team to enhance student services and outcomes by strategically implementing evidenced based behaviours, support strategies and interventions.
- Utilise the common understanding of what constitutes high standards and clear expectations for behaviour, effort and engagement at the school and ensure that these are consistently and rigorously reported upon for all year levels.