DISCIPLINE AUDIT
EXECUTIVE SUMMARY – HARLAXTON SS
DATE OF AUDIT: 10 NOVEMBER 2014

Background:
Harlaxton SS is a small suburban school located on the northern outskirts of Toowoomba approximately 140 kilometres from Brisbane, within the Darling Downs South West education region. The school provides educational programs for approximately 114 students from Prep – Year 7. The Acting Principal, Jamie Pukallus, was appointed in July 2014.

Commendations:
- The Whole Child philosophy drives and informs the teaching and learning practices at the school, which has created a culture focused on all aspects of child development.
- The school has developed a set of positively stated school wide expectations: Respect, Resilience and Relationships which are well known by the students.
- The school has implemented a rule of the week practice where teachers explicitly teach the targeted behaviour. This is introduced each week at the school assembly by the Principal and is supported by lesson plans, PowerPoints and posters. The rule is also communicated to parents through the school newsletter.
- A vibrant Chaplaincy program exists at the school and there are numerous programs and clubs for students to participate in outside the classroom. The Mentoring program is highly valued by staff members and students.
- The school positively recognises appropriate behaviours and achievement through the Gotcha reward system, Student of the Week, Postcards and a variety of awards acknowledging attendance, behaviour and achievement.

Affirmations:
- The high level engagement with outside agencies and organisations is enhancing parental and community links with the school.
- Students speak highly of a very caring and supportive group of teachers, who make every effort to ensure students feel safe at school and supported in their learning.
- The school is continuing its plan to collaborate, refine and rewrite the Minor and Major Behaviour checklist.
- The Principal is analysing whole school data to guide and make informed decisions about behavioural intervention and welfare support.
- Staff members are a dedicated and committed team of professionals who are always striving to achieve the best outcomes for their students.
- The Junior Secondary Action plan includes opportunities for successful Years 6 and 7 transition into secondary school. These include Information Sessions for parents and Transition Days for students.

Recommendations:
- Formally include the review and analysis of behaviour data in the school’s Assessment, Monitoring, Intervention and Extension Framework. A review of the data from OneSchool every five weeks will enable staff members to evaluate the effectiveness of school programs and procedures.
- Develop a consistent school wide process for dealing with minor behaviours in the classroom. Consider developing visual resources to be used in every classroom to enable students to track their own behaviour.
- Continue to develop targeted programs and intervention strategies for students who display challenging behaviours.
- Develop a program of professional development, to ensure that behaviour processes are consistently applied across the school.
- Develop a common understanding and an associated matrix of descriptors for what constitutes high standards and clear expectations for awarding A-E Effort and Behaviour ratings for use in reporting.