Discipline Audit
Executive Summary – Rollingstone SS
Date of Audit: 13 June 2014

Background:
Rollingstone SS is located in the North Queensland education region, has been offering learning opportunities to the community since 1916 and has a current enrolment of approximately 63 students. The acting Principal, Kacey Constantine, was appointed to the position in 2013.

Commendations:
- The school wide expectations: Respect Yourself; Respect Others and Be Responsible, are known as the Rolly Rs. These expectations are known by students, staff members and parents.
- There has been a strong focus on attendance and the Every Day Counts mantra is displayed throughout the school. Attendance data is monitored by the school team with improved attendance rates evident.
- Students receive Gotchas as rewards for positive behaviours. This is a whole school reward system and prizes are awarded to students at weekly assemblies.
- The school Chaplain has the responsibility of monitoring and collating the number of Gotchas given out each term by staff members. Teaching staff use Gotcha data to assist them in determining certain students and behaviours.
- The school has a strong focus on developing and using the Senior Class, Years 4, 5, 6 and 7, as Peer Leaders. The Principal is a trained facilitator of Peer Support and there are eight whole school teams.

Affirmations:
- Students have Data Notebooks in which they record and set academic achievement goals. These notebooks also monitor daily, weekly and termly attendance, as well as effort and behaviour associated with homework.
- Parents and Citizens’ Association (P&C) representatives describe the opportunities provided to them in developing the Responsible Behaviour Plan for Students (RBPS).
- Individual classroom rules reflect the Rolly Rs but are age specific. Student input assists in the design of these expectations at the beginning of the year. A detailed class specific pamphlet outlines each classroom’s specific rules.
- There is a Junior Secondary plan in place and school leaders from the local secondary school have visited and discussed this plan with members of the P&C.

Recommendations:
- Adopt a playground management system that records inappropriate behaviours that occur in the playground, with associated consequences. Ensure that this recording system is regularly and formally reviewed. Staff member training on what incidences should be recorded is to be part of this process.
- Introduce a consequence flowchart to provide whole school clarity for students and staff members on what steps to take when dealing with minor inappropriate behaviours.
- Ensure that the valued and efficient differentiated behaviour management strategies that are in place are recorded in teacher planning.
- Explore the use of the newly introduced Data Booklets as a place for students to set personal and behavioural goals for themselves.
- Implement an A to E effort and behaviour matrix, that is school specific, to assist teacher judgement when producing semester reports. A moderation process around this matrix will provide even higher levels of reporting accuracy.
- Formally review the detailed and valid data captured through the school reward processes and the current OneSchool data capture. Add this gathering and reviewing of data to the school data plan and document the outcomes of these meetings.