DISCIPLINE AUDIT
EXECUTIVE SUMMARY- SPRINGFIELD LAKES SS
DATE OF AUDIT 10– 11 OCTOBER 2013

Background:
Springfield Lakes SS is located in the Metropolitan education region. The school was opened in 2007 and has a current enrolment of 1050 students. The current Principal, Mr Peter Doyle, was appointed to the school in 2012.

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 throughout the school environment, continually communicated and are evident in the behaviour of most students.
- Members of the School Wide Positive Behaviour Support (SWPBS) Tier 1 Committee develop weekly sample lessons for teachers. These lessons are developed from the Springfield Lakes SS Expectations Matrix.
- The Springfield Lakes Expectations Matrix is collaboratively developed by SWPBS Tier 1 committee members and teachers from each teaching year levels.
- The SWPBS team is driving an explicit, detailed and positive approach to managing student behaviour in consultation with the school community.
- Student Support Plans are developed by teachers for identified students. These plans are stored centrally and in OneSchool.
- Teachers include the weekly behaviour focus within homework tasks. These tasks often require students to involve their parents in discussion or elaboration of an aspect of the weekly focus.

Affirmations:
- Many teachers enter details of positive behaviours into OneSchool and parent contacts.
- The school has developed an Effort and Behaviour Matrix to assist with the consistent application of report card ratings.
- The school has recently adopted the use of Dove Bands to acknowledge and reward student behaviour. These bands are highly regarded by students.
- The recently deployed Solution Centre provides intensive support for identified students who require playground support. Plans are being made to provide similar intensive support for children from the classroom.
- Classroom teacher’s articulate support for the school based approach to managing behaviour.
- The Behaviour Support Team is used to support identified students.
- The rewarding of positive student behaviour via the Dove Awards, weekly certificates and classroom incentive programs is instrumental in recognising student achievement.
- The school uses the Stop, Walk and Talk approach to resolving playground issues between students.

Recommendations:
- Review the process for recording behaviour incidents, especially minor and major incidents, and how they are recorded in OneSchool. Ensure that all valid and reliable data is collected and recorded, to allow a full analysis of behaviour data to occur.
- Continue to refine and embed SWPBS systematically across the school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment focused on student engagement.
- Engage in conversations and develop plans to ensure all teaching staff members have a strong and optimistic commitment to the school wide approach to managing student behaviour and the development of a culture that enhances learning.
- Ensure that the application of the Behaviour and Effort Matrix is rigorously applied to ensure the reliability of school data.
- Support teachers to gain high levels of proficiency in the Essential Skills for Classroom Management.