DISCIPLINE AUDIT
EXECUTIVE SUMMARY - DARLINGTON SS
DATE OF AUDIT: 31 OCTOBER 2014

Background:
Darlington SS was opened in 1915 and is situated on the banks of the Albert River, approximately 30 kilometres from Beaudesert, within the South East education region. The Prep to Year 7 school has a current enrolment of 18 students. The Acting Principal, Claire Roberts, was appointed to the position in 2014.

Commendations:
- The Principal and school team have genuinely 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 engagement.
- The school has developed their set of positively stated school wide expectations: Be Safe, Be Respectful and Do Your Best. These expectations are visual in the classrooms, outside on the oval and verbally communicated across the school.
- The school has an ongoing commitment to pedagogy through the Dimensions of Teaching and Learning (DoTL).
- Staff members are effectively using a range of innovative and proactive reward systems across the school such as: Proud Moment Awards for encouragement; Reading Awards for the number of books read, FISH! Philosophy Awards linked to the FISH! Philosophy; through the application of guidelines for behaviour and attitude; Student Tick acknowledgement system for positive behaviours, which are linked to a Bank Book system, where students at the end of term can trade dollars for a prize to affirm behaviour, academic and effort success.
- The school has embedded class systems to support students visually to self-regulate their behaviour from least to most intrusive correction.
- The embedded whole school Developing Performance Framework (DPF) approach process includes an annual review involving each staff member with the Principal.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorse the school’s Responsible Behaviour Plan for Students (RBPS).
- The school has embedded student data folders to differentiate learning goals, and student data to ensure all students are achieving their best. These are utilised to provide detailed parent feedback.
- Community links have been formed with businesses, agencies and government departments to build parent and community capacity and improve student engagement, for example: school grounds utilised for tennis club and boot camp; P&C Community Markets, held three times a year; and a weekly playgroup.
- Staff members are using some resilience programs for students such as: Student Leadership Program; High Five; and lunch time offerings: hydroponic and traditional gardens and the chicken house.
- Utilised feedback processes for staff members have been implemented by adopting cooperative teaching, coaching conversations between staff members and this term utilising the regional reading coach on a weekly basis to build pedagogical practice and staff members’ capacity.

Recommendations:
- Determine the input of Schoolwide Positive Behaviour Support (SWPBS) training to deepen the school’s RBPS and practices.
- Consider expanding the branding of the Darlington SS expectation signage to additional outside areas to increase the message beyond the classroom.
- Systematically analyse the range of data sets to discuss and identify low level behaviour trends.
- Further develop the current focal weekly behaviour to explicit behaviour teaching episodes focused on the school expectations. Use incidental low level behaviour data for targeted teaching cycles.
- Continue to build staff members’ capacity to support student behaviour through targeted professional development that is aligned with DPF that might include Classroom Profiling, Friends for Life or Essential Skills for Classroom Management (ESCM).
- Explore further ways to engage parents and empower them with relevant training and information on locally available effective positive parenting courses.