DISCIPLINE AUDIT
EXECUTIVE SUMMARY - KINDON SS
DATE OF AUDIT: 10 MARCH 2014

Background:
Kindon SS, opened in 1963 and located in the Darling Downs South West education region, has a current enrolment of approximately 14 students. Current Principal, Ms Dale Minchenton, was appointed to the position in 2012.

Commendations:
- The Principal and staff members 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.
- There is strong culture of teachers and support staff members contacting parents to discuss student behaviour.
- The tone of the school reflects the establishment of a positive learning environment for all students. This is reflected in significant long term academic improvement in NAPLAN data.
- To provide clear expectations for secondary schooling from a small school’s perspective, the Principal has transported students who will be attending secondary school next year to their school of choice to assist in the assimilation process.

Affirmations:
- The school has a number of long term staff members who are respected and valued by the school community.
- The school has established a number of behavioural differentiation strategies, such as seating of students in classrooms, purchasing of specific furniture and development of age related understandings of school expectations to ensure students behavioural needs are being met.
- The Principal is able to discuss in detail how the school has accessed government support services to assist students in obtaining support to enhance targeted student learning.
- The school has a process in place for determining A to E levels in effort and behaviour developed from advice provided by staff members and students.
- There is a consistent approach to managing student behaviour in the school.

Recommendations:
- The formalisation of managing student behaviour processes would ensure this consistency when future staff changes are made.
- Develop procedures and protocols for entering positive student behaviour incidents into OneSchool. Implement accountability procedures to ensure that the data is valid and reliable.
- Review the whole school Professional Learning Plan to include opportunities for all staff members to enhance their skills, to effectively manage behaviour and to differentiate behaviour management strategies.
- Investigate the development of a range of lessons to formally teach the expected behaviours determined through the school’s School Wide Expectations Teaching Matrix.
- Review the school’s Responsible Behaviour Plan for Students (RBPS), ensuring that the plan is up to date with the school’s current expectations. The inclusion of the whole school community in this process will ensure that there is whole community support of the RBPS.
- Ensure that the school wide rules are well known through the school community. Explore the use of the school newsletter, website and visuals around the school to assist this knowledge.