**DISCIPLINE AUDIT**

**EXECUTIVE SUMMARY - BERSERKER STREET SS**

**DATE OF AUDIT: 3 NOVEMBER 2014**

**Background:**
Berserker Street SS is located in Rockhampton in the northern suburb of Berserker, within the Central Queensland education region. The Prep to Year 7 school has a current enrolment of approximately 500 students, of which approximately 20 per cent of students are supported through the Special Education Program (SEP). The Principal, Rebecca Hack, was appointed to the position in 2009.

**Commendations:**
- Very strong, positive leadership by the Principal has led to significant improvements in student behaviour. All classrooms are orderly and productive learning spaces and high expectations are evident. Staff members report a high level of confidence in the current Principal.
- As a result of the improved tone, the school’s reputation in the wider community has been enhanced in recent years. The school now attracts a large number of students who are from outside the catchment area.
- There is a highly consistent approach to developing orderly learning environments and managing classroom behaviour. This approach is well understood by teachers and actioned with rigor and optimism.
- Staff members are regularly engaged in appropriate professional learning that focuses on developing understanding and awareness of working with students with complex needs. For example, all staff members participated in a recent session on understanding the impact of childhood trauma on learning and behaviour.
- Staff members invest significant time and resources into supporting students who present with complex learning and behavioural needs. Attention is paid to ensuring partnerships with a range of support agencies are fully exploited.
- The SEP provides a safe, orderly and quality learning environment for students with disability. All staff members feel highly supported by the SEP teachers.
- Students have the opportunity to enjoy a number of different activities in various spaces during playtime, which has resulted in more choice for students and a significantly improved tone during breaks.

**Affirmations:**
- A current and endorsed Responsible Behaviour Plan for Students (RBPS) is in place. This provides an appropriate reference point for teachers when managing student behaviour.
- Data concerning inappropriate incidents of student behaviour is entered into OneSchool. Records of contact with parents are also kept in the appropriate way.
- The school has developed four clear rules for student behaviour that are contextualised in appropriate language: Hands Off, Feet Off; Sticks and stones stay on the ground, Follow teacher directions; Be in your proper place at all times; and Use only kind words and kind hands.

**Recommendations:**
- Continue to reinforce the high expectations for behaviour that are evident across the school.
- Consider how OneSchool behaviour reports can be used to stimulate analytical dialogue around behaviour patterns across the school. Also, engage staff members in discussion around how positive behaviour can be recorded in OneSchool.
- Interrogate the potential of increasing the level of signage of the four school rules in the different settings.
- Explore ways to engage a broad range of parents in any review of the RBPS.
- Review the rewards systems in the upper school so that all students report a high level of engagement with appropriate methods.