DISCIPLINE AUDIT
EXECUTIVE SUMMARY – TOOWOOMBA NORTH SS
DATE OF AUDIT: 4 NOVEMBER 2014

Background:
Toowoomba North SS is located in Toowoomba, within the Darling Downs education region. The school was opened in 1869 and has a current enrolment of 154 students from Prep to Year 7. The Principal, Kaarin Littleton, was appointed to the position in 2012.

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 the keys to improved student learning.
- The school has developed a set of positively stated school wide expectations: Be Safe, Be Respectful and Be a Learner. These expectations are verbally communicated across the school.
- The school has an ongoing commitment to pedagogy through the Explicit Instruction model.
- Staff members are effectively using across the school a range of innovative and proactive reward systems such as Rocket Rewards, Gotcha tokens linked to valued point reward system and positive postcards to affirm academic, attendance, behaviour and effort success.
- The whole school Developing Performance Framework (DPF) process includes an annual review involving the Principal and staff members.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorse the school’s Responsible Behaviour Plan for Students (RBPS).
- The school has commenced Schoolwide Positive Behaviour Support (SWPBS) training this year.
- The school has embedded Student Support Program referral processes, case management and review of individual student learning to ensure individualised intervention strategies are in place.
- Community links have been established with local businesses, agencies and governmental departments to build parent and community capacity and improve student engagement. These include Pre-Prep and Playgroup programs, Landcare garden project, Instrumental Music and Choir, lunchtime and after school enrichment programs, Remote Area Teacher Education Program (RATEP) site and Out of Hours School Care P&C program.
- Teacher observation and written feedback has commenced, including training teachers in Excellence in Teaching Collegial Coaching, Staff Interchange and Walk Throughs.
- Staff members are using resilience supports for students such as: Chess Club, Responsible Thinking Room, Student Leadership Programs, Gifted and Talented Programs, Hi 5, You Can Do It! resources and School Chaplin Programs on a daily and weekly basis.
- Teaching staff have commenced recording incidents of positive, minor and major student behaviours into OneSchool.

Recommendations:
- Consider expanding the Rocket brand and the school expectations signage to pathways and outside areas, to increase the message beyond the classroom.
- Continue to develop the explicit behaviour teaching episodes focused on the school expectations. Use incidental data for targeted teaching in each juncture: early, middle and senior years.
- Systematically analyse the range of data sets to discuss with newly developed SWPBS committee to identify behaviour trends.
- Further explore classroom teachers’ data literacy skills in the use of OneSchool and class dashboard to record, analyse and act on student data in terms of their attendance, behaviour and academic learning.
- Continue to build staff members’ capacity to support student behaviour through targeted professional development that is aligned with DPF. Expand the coaching set to include Classroom Profiling.
- Explore further ways to engage parents and empower them with relevant training and information on locally available effective positive parenting courses.