DISCIPLINE AUDIT
EXECUTIVE SUMMARY - TOWNSVILLE CENTRAL SS
DATE OF AUDIT: 11 JUNE 2014

Background:
Townsville Central SS is the oldest school in Townsville and is located in the North Queensland education region. The school has a current enrolment of 302 students from Prep to Year 7. The Principal, Craig Homer, was appointed at the beginning of 2014.

Commendations:
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are defined and established within the classrooms and playground. These expectations are evident in the behaviour of most students and are symbolised by Townsville Central STARRs: Be Safe; Be Thorough; Be Aware; Be Responsible; Be Respectful.
- The Leadership Team is implementing the Responsible Behaviour Plan for Students (RBPS) by ensuring that disruptive behaviour is dealt with promptly and respectfully.
- School assemblies each Wednesday afternoon are used to acknowledge and award worthy efforts and behaviour based on the school's expectations and values.
- Partnerships with the Australian Business Council Network (ABCN), through the Stockland Group, have led to supported reading programs for students.
- Close association with local sporting teams, council, media and businesses enhance the school’s profile in the Townsville Community.
- Students and their families are well aware of the expectations and consequences of inappropriate behaviour.

Affirmations:
- Staff members are developing their Performance Plans in line with the school’s explicit improvement agenda which includes professional development in explicit instruction, data management and enhanced teacher expertise in the use of data.
- The Positive Learning Centre (PLC), Child Youth Mental Health (CYMS,) Department of Child Safety (DOCS), EVOLVE, the school’s Chaplain and the Guidance Officer, provide support for students and families at the school.
- The school provides many opportunities for student leadership through the Student Council, school captains, sports captains and music captains. Opportunities are also available for students to participate in the school band, choir, sporting groups, and science activities.
- There is evidence that OneSchool behaviour data has been utilised when reviewing school procedures.

Recommendations:
- Continue to embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement and the development of a culture that enhances learning for all students.
- Review the RBPS to clarify the process for recording both positive and inappropriate behaviours in OneSchool.
- Consider implementing Schoolwide Positive Behaviour Support (SWPBS) or Positive Behaviour for Learning (PBL) to clarify the explicit teaching of rules and expectations across the whole school.
- Provide opportunities to engage the full range of parent and community representatives in developing the school’s approach to behaviour management and program development.
- Review effort and behaviour ratings and comments on student reports to ensure there is school wide consistency.
- Continue to develop connections with local high schools to progress the sharing of curriculum, pedagogy and behaviour processes that will enhance the transition for students to Junior Secondary.
- Review the data collection process and data plan to ensure that academic, diagnostic, attendance, and behaviour incidents are recorded in OneSchool, in order for a full analysis of the data to occur.
- Continue to enhance teacher expertise in the use of OneSchool to record and retrieve data and effectively use the information available on the dashboard.