DISCIPLINE AUDIT
EXECUTIVE SUMMARY - GILSTON SS
DATE OF AUDIT: 3-4 SEPTEMBER 2014

Background:
Gilston SS was opened in 1881 and is located on the Gold Coast, within the South East education region. The school has a current enrolment of approximately 648 students. Current Principal, Bruce Langes, was appointed to the position in 2008.

Commendations:
- The school behaviour expectations are framed around the rules: Be Safe, Be A Learner, Be Respectful and Be Responsible. These rules overarch the 5 Keys of the You Can Do It! program. The behaviour expectations are visible throughout the school.
- Teaching staff take pride in their learning environment. Students are welcomed into a safe, disciplined and well-cared for environment every day. Teachers have developed some well thought out positive reward systems to complement the school’s expectations of student behaviour.
- The Enrolling Families initiative has ensured; that students are ready to learn and are aware of the routines and procedures; that teachers are better informed about their students and new families are positively inducted into the school.
- The Parent and Citizens’ Association (P&C) strongly support the school’s Responsible Behaviour Plan for Students (RBPS). Parents are very supportive of the school’s behaviour expectations.
- The strategic formation of the Behaviour Management Team has ensured a strong staff voice is evident in ensuring and maintaining a positive, disciplined environment.
- The 21st Century Team’s mandate to lead the Information and Communication Technology (ICT) program and to ensure appropriate ICT resourcing and infrastructure is addressed, to enable all students to actively engage in high quality programs.

Affirmations:
- The development of the scope and sequence and the resourcing of the You Can Do It! lessons will ensure consistency of language and deliver a whole school focus to behaviour expectations.
- The importance placed on skilling identified staff members to be facilitators of the Essential Skills for Classroom Management (ESCM) program aligns with the positive approach to managing student behaviour.
- The training of student leaders into the Peer Mediation program ensures all students are supported during playtime.
- The Principal and other school leaders monitor the full range of attendance, behaviour and academic data and take timely action if there is a pattern emerging.
- The school is very well advanced in its planning and preparation for students transitioning into Junior Secondary in 2015. The strong relationship with the local high school is evident.

Recommendations:
- Ensure that all stakeholders know and consistently support the processes for rewarding positive behaviour, reporting behaviour incidents and applying disciplinary support and consequences.
- Use the extensive OneSchool behaviour database to identify strategies that are, effective or ineffective, in managing the behaviours of individual students. Apply these strategies in a differentiated manner to assist both teachers and students to create an optimum learning environment.
- Regularly review current staff members’ understanding of incidences deemed as minor or major and the associated consequences. Ensure the standards expected are communicated broadly and the consequences consistently applied.
- Continue to develop the skills of parents by delivering high quality evidence-based training and information on effective behaviour strategies, to support the work of the school.