DISCIPLINE AUDIT
EXECUTIVE SUMMARY- BELL SS
DATE OF AUDIT: 27 MARCH 2014

Background:
Bell SS, catering for students from Prep to Year 10, is located 40 kilometres from Dalby. The school has an enrolment of 18 secondary and 64 primary students. The Principal, Mrs Amanda Norton-McNeill, was appointed in 2012.

Commendations:
- During the past three years there have been substantial gains made in the school’s behaviour management practices. These gains are recognised by parents, students and staff members and can be substantiated in the Department’s School Opinion Survey.
- The Principal has provided a clear direction by developing and implementing a whole school approach to managing student behaviour. The Principal is instrumental in working with staff members and students to support appropriate behaviours.
- There is an optimistic attitude expressed by staff members, who feel supported and know what is expected.
- Good monitoring systems have been developed to track student behaviour using OneSchool. Incidents of positive behaviour are recorded on OneSchool.
- The school is developing a strong culture of analysing data and making appropriate adjustments to practice. Analysis of data is a part of the Schoolwide Positive Behaviour Support (SWPBS) committee tasks.
- The school has a good process in place to identify and recognise student positive behaviour. The process is consistent across the school and is adapted to be age appropriate. Students are able to explain behaviours that are expected for each level. The Bells Brag award is highly regarded by students and is a strong motivator for the attainment of good behaviour.
- The school has a good professional development program for all staff members, providing relevant information and promoting consistent practice.

Affirmations:
- The school has practices in place to monitor and support students’ attendance.
- Students believe they are cared for, and feel safe in the school and told stories of how staff members’ interactions with them had made a difference to their behaviour.
- All students could clearly explain the school’s process for consequences of inappropriate behaviour. Students were able to refer to the school’s Behaviour Matrix displayed around the school.
- Classrooms clearly display behaviour charts for consequences, prompting good behaviour and classroom expected behaviours.
- Teachers are teaching skills each week to develop consistency of behaviours in students.
- Teachers’ skills are utilised across the school sectors.
- The school has implemented a supportive process for high level behaviours. The use of suspensions is tailored to be a supportive process to reengage students to their learning.
- The school has commenced preparation for implementation of Junior Secondary in 2015. Parent information sessions, restructures of school processes and practices, reflection on curriculum are aspects being developed.

Recommendations:
- Continue to develop programs and practices to encourage parents to engage with the school, particularly with a focus on supporting student learning.
- Continue to implement and reflect on the school practices and processes that are designed to promote a school culture of success for students.
- Continue to develop effective teaching practices that engage all students. Focus on differentiated learning practices for each student to engage them in their learning.
- Continue to engage in coaching practices for all staff members.