DISCIPLINE AUDIT
EXECUTIVE SUMMARY - RAVENSWOOD SS
DATE OF AUDIT: 29 OCTOBER 2014

Background:
Ravenswood SS is located 136 kilometres west of Townsville, within the North Queensland education region. The school caters for students from Prep to Year 7 with 16 students currently enrolled and organised into multi-age settings. The Acting Principal, Erica Campbell, has been in the position since July 2014.

Commendations:
- The Principal and staff members have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a very strong conviction that student engagement and regular attendance are keys to improved student learning.
- The school is highly valued in the local community with strong levels of pride and confidence expressed by staff members, parents and students.
- The school actively seeks ways to enhance student learning, wellbeing and behaviour by partnering with parents and families, who are recognised as integral members of the school community and partners in their child’s education.
- There is a strong family feel to the school, evident by the very positive, calm and friendly school culture.
- The school’s values: Be Safe, Be Respectful and Be a Learner are visible throughout the school and are readily identified and understood by students. These values form the foundation for student behaviour expectations and consequences. The positive behaviour rewards system is clearly linked to the three values.

Affirmations:
- High levels of trust are apparent across the school community and interactions focus on the learning and wellbeing needs of students and on continually improving the school’s ability to meet the needs of all students. The Principal, parents and staff members work together in a mutually supportive way.
- Students are very positive about their school and demonstrate a polite, very friendly and welcoming tone.
- The Parents and Citizens’ Association (P&C) endorse and support the school Responsible Behaviour Plan for Students (RBPS).
- Clear routines for learning are evident in a calm, structured learning environment that is conducive to a high level of student engagement in their learning.
- Positive student behaviours and successes are recorded in OneSchool.
- Expectations about students’ behaviour are communicated and enhanced through school assemblies, in school newsletters and through regular conversations with parents.

Recommendations:
- Continue to ensure that the three school values form the basis for all behavioural and that they continue to be explicitly taught in a systematic manner and continually reinforced by all staff members.
- Also, continually discuss, support, reinforce and celebrate staff members’ consistency of practice in maintaining and enhancing the safe disciplined environment evident in the school.
- Ensure that clear school protocols for recording parent contacts in One School are in place and are consistently implemented.
- Consider the development of a matrix that clearly describes the requirements and guides teacher decisions about standards of behaviour and effort on report cards.
- Modify the school Data Plan to include regular short cycle school wide analysis and discussion of systematically collected data on student behaviour.
- Incorporate a regular schedule of professional development activities into the school’s Professional Learning Plan, such as Essential Classroom Management Skills (ESCM), to ensure that a safe, supportive and disciplined environment is maintained. Where appropriate, include Teacher Aides in the professional development process.