DISCIPLINE AUDIT
EXECUTIVE SUMMARY - ROBERTSON SS
DATE OF AUDIT: 16 SEPTEMBER 2014

Background:
Robertson SS was established in 1980, is located in the Metropolitan education region and has a current enrolment of approximately 740 students from Prep – Year 7. The Principal, Margaret Berry, was appointed to the position in 2008.

Commendations:
- The Principal and Leadership Team are clearly driving a positive culture and articulate their belief that a consistent school wide approach for managing student behaviour will ensure all members of the school community have a clear understanding of the high standards being set.
- The school behaviour expectations of Be Safe, Be Responsible and Be Respectful, overarch the 5 Keys to the You Can Do It! (YCDI) program. These rules are visible in every classroom, are known by all staff members and students, and form a basis for all behavioural conversations.
- Community members speak with pride about the school’s commitment to its students, diversity of programs and opportunities for all students to achieve.
- The high level of engagement by students during key learning times is very evident. The explicit teaching practices of the teachers, based on the work of Robert J Marzano’s the Art and Science of Teaching (ASoT), is to be commended.
- Extensive staff member professional development in the ASoT is clearly aligned with the school’s explicit improvement agenda.
- Teaching staff speak very positively about the Peer Observation program that has enriched their pedagogical practice in the ASoT.
- Staff members are being provided with professional development opportunities to implement Essential Skills for Classroom Management (ESCM) practices.
- Individual teacher performance plans have an explicit focus on interpreting student data to cater for individual student differences in classrooms, as well as, giving personalised feedback to students about their learning.

Affirmations:
- The School Council and Parent and Citizens’ Association (P&C) are supportive of the behaviour management processes used at the school.
- The school has a well-established buddy class program, layered within the student leadership structure. This program develops students’ leadership interests and aspirations, as well as, recognising current performance.
- Teaching staff have developed individualised class systems for rewarding positive behaviour. These systems work well within the school’s Code of Student Behaviour.
- The strategic formation of the Middle Management Committee, to represent all sectors of the school, will ensure that issues are prioritised and effectively dealt with.
- The school is well advanced in its planning and preparation for Year 7 students transitioning into Junior Secondary in 2015.

Recommendations:
- Develop whole school protocols for entering positive behaviour incidents into OneSchool. Discuss the required number of entries to get a balanced data capture in order to make informed decisions around whole school, year level and individual issues.
- Develop a school A-E rubric for Effort that can be included in a moderation process to validate teacher judgement.
- Enact the school’s scope and sequence of the YCDI lessons to ensure a greater consistency of language across the school.