DISCIPLINE AUDIT
EXECUTIVE SUMMARY - JAMES NASH SHS
DATE OF AUDIT: 31 JULY – 1 AUGUST 2013

Background:
James Nash SHS is located in the growing provincial city of Gympie and has a current population of 964 students. The school’s core purpose is to inspire learning, with a key goal focused on being a hub of educational excellence for all learners. The Principal, Mr Darrin Edwards, was appointed to the school in 2006.

Commendations:
- The Principal and school leadership team are driving an explicit, detailed and positive approach to managing student behaviour. This agenda is couched in terms of high standards and clear expectations of student behaviour and learning outcomes.
- There are many excellent examples of how data is used by school leaders to enhance behavioural outcomes, track attendance and monitor engagement.
- Through the Student Services Support Group a range of strategic partnerships, focused on intensive intervention, have been developed to enable disengaged students to actively participate in an authentic learning pathway. The On the Right Track Program is an example of these quality re-engagement processes.
- The introduction of classroom profiling in 2012 has provided an excellent whole school process for teacher self-reflection and the focused development of consistent expectations of student behaviour.

Affirmations:
- The Responsible Behaviour Plan for Students clearly outlines processes for the management of student behaviour.
- There is a strong culture of respect and caring relationships across the broader school community. This is reflected in the support demonstrated by the Parents and Citizens’ Association (P&C) and the consultative processes employed to drive school improvement.
- Six core school values are underpinned by the mantra, Safe, Calm and Disciplined, and are clearly embedded in the forefront of school’s culture of continuous improvement.
- There is a wide range of comprehensive school policies, clearly linked to strategic planning, to support teachers in the management of student behaviour, attendance and learning engagement.

Recommendations:
- Refine the current school values and mantra statement to provide enhanced clarity of student behaviour expectations.
- Regularly provide classroom teachers with data to stimulate discussion on the effectiveness of differentiated behaviour management strategies.
- Re-align the school’s Developing Performance Framework process to include behaviour management skill development that is driven by, and specific to, the requirements of individual teachers.
- Engage teachers in the refining of a whole school behaviour management program focused on the explicit teaching of desired behaviour.
- Develop school processes and procedures for the recording of positive behaviour incidences, recognising achievement, effort and behaviour that provide accurate, reliable and balanced data to inform the school’s improvement agenda.
- Continue to enhance the skills of parents by offering high quality evidence-based training and information on effective behaviour strategies.