Discipline Audit Action Plan 2014-15

This Action Plan sets out Burnett Heads State School's response to findings of the Behaviour Audit, conducted in our school on September 12, 2014. The aim of the plan is to have behaviour practice in our school which is recognised as best practice for a safe, secure, positive learning environment throughout.

Discipline Audit Recommendations	Strategies (How)	Who	When
Develop teacher understanding of building a positive learning culture of appropriate learning behaviours which will lead to advanced engagement. This will in turn lift student performance.	• Focus on high standards throughout – students explicitly taught what an A standard is in schoolwork and behaviour. • Positively stated behaviour "rules" developed in a universally adopted format, to replace YCDI organiser expectations (2011-2015) in 2015 - 2018 School Behaviour Plan. Simplified language, actively (Be Respectful, Be Safe--) • YCDI Keys continue to be taught in timetable – Health/Literacy • Explicit teaching of agreed new rules at the beginning of each term as specified under SWPBS. • Systematic display including detail of expected behaviours to be demonstrated visually in differing contexts throughout the school. • In line with ASOT Curriculum Framework, universal practice is the expectation which will be monitored. • Trial use of DOJO school wide, after PD from teachers using this method,	Principal, SWPBS committee, all teaching and teacher aide staff.	For introduction term 1 2015. Documents to be updated during Semester 1.
Consider engaging the whole school community to adopt and design a Burnett Heads Mascot. This should be linked to school values for high visibility around whole community.	• Concept of a mascot put to school community at beginning of school year. • Staff agrees on Frogmouth Owl, totem of traditional owners of this land) • If idea is enthusiastically embraced, the mascot will be adopted as a visible representation of our schools ethos. • Attendance will be included in this ethos.	Staff, students and community	Discussion commenced 2014 Term 1 2015
Include in Professional Learning Plan the importance of data and use of One School for data entry, analysis and tracking of student achievement, behaviour and attendance.	• One School practice will be reviewed and extended. • Teachers become more systematic when enter data regarding behaviour. • Systematic entry of all required Data from Curriculum areas. • Sharing of student learning goals recordedin ONE school • Professional development of skills. • Increased understanding and skill in data entry on One School. • This learning visible in Professional learning Plan 2015.	Principal, Master Teacher, Teachers	Commenced
Develop teacher ownership of data literacy skills by having teachers engage in their own dashboard audits. Teachers will be able to track their student achievement, attendance	• Professional Learning Plan contains continued PD on One School data collection to build on current skills. • Ed Studio programs to assist.	Principal, Master Teacher, classroom	Commenced

and behaviour, independently and frequently.		teachers.	
Continue to develop clarity around what major and minor behaviours are through regular, robust discussions with a specific focus on minor behaviours.	• SWPBS committee will review current definitions as stated in Schoolwide Positive Behaviour Plan. • All staff and parents to contribute in P&C and staff meetings (minuted) • Consistence of understanding and application will constitute Design Question 6 implementation. • Agreed definitions will be displayed in updated 2015 Behaviour Documents	All staff	Commenced Refined definition to be entered in behaviour documents 2015.
Develop a whole school set of sequential steps to track minor and major behaviours. These steps are to be displayed in every classroom to ensure consistency with approach and data entry.	• Current sequential steps which are displayed in classrooms will be reviewed by SWPBS committee and referred to staff meetings for input. • Consistency of application to be mandated as part of Curriculum Framework. • Display to reflect agreed standards.	SWPBS Committee All teaching staff Teacher aides	Commenced Continued to display level 2015 term 1
Develop a process for the documentation of Personal Development Plans following the Department's DPF.	• Hard copy or USB containing agreed procedure for Developing Performance as per Sept 2014 agreement GRG, QTU and EQ, provided to each staff member. • Suggested process followed and fully developed and in place by end of Term 1 2015.	All staff.	Commenced.
Develop a whole school expectation for each and every classroom, and what an engaging learning environment looks like, sounds like, feels like. Include expectations of student bookwork.	• Teacher developed Bookwork standards developed and implemented by end 2014 school year. • Regional standards for the display of relevant vocabulary will be included in deliberations. • All classrooms to be stripped and cleared by end of 2014, in preparation for 2015. • Agreed standard for best practice in classroom as learning space to guide all practise.	All teaching and auxiliary staff Principal Master Teacher.	2014/2015 Monitored regularly