DISCIPLINE AUDIT
EXECUTIVE SUMMARY – MOUNT WHITESTONE SS
DATE OF AUDIT: MAY 22 2014

Background:
Mount Whitestone SS is located in the Lockyer Valley, approximately 110 kilometres west of Brisbane in the Darling Downs South West education region. The school has a current enrolment of 21 students from Prep – Year 7. The Principal, Mark Pennycuick, was appointed in 2014.

Commendations:
- The school presents a very calm, safe, supportive and disciplined environment. This observation is supported by very few recorded incidents of inappropriate behaviour on OneSchool, in the School Opinion Survey data and by parents who were interviewed.
- Parents speak highly of the behaviour standards at the school and that the staff members are very approachable in dealing with any concerns or issues. Parents clearly articulated their pride, support and engagement with the school and its operations.
- Staff members, students and parents reported that relationships at the school are extremely positive with high levels of trust, communication and teamwork evident across most aspects of school life.
- The Stephanie Alexander Kitchen Garden project has been used as the basis for engaging children further with aspects of the curriculum.
- Attendance rates at the school have improved over the past few years with the school now experiencing attendance rates well above the state average.

Affirmations:
- The three school expectations of Be Safe, Be Responsible and Be Respectful were well known by all the students and staff members. The expectations were clearly visible in and around the school environment.
- A current Responsible Behaviour Plan for Students (RBPS) is used as the basis for making decisions regarding behaviour management.
- The Principal discusses expectations for behaviour at assembly, in newsletters and at Parents & Citizens Association (P&C) meetings.
- The whole of school rewards system is linked to the three behaviour expectations.

Recommendations:
- Document the process of responding to incidents of inappropriate behaviour and ensure that visiting staff members and students new to the school are aware of the consequences of poor behaviour.
- Continue to foster the outstanding relationships that the school has with the parents and the local community.
- Develop staff members’ skills in furthering student engagement with learning programs and the important link between very good student behaviour and very good student outcomes.
- Consider adding behaviour management professional development to the Developing Performance Framework Plans.
- Continue to promote effective and engaging teaching practices that will assist in facilitating a safe, supportive and disciplined learning environment.
- Engage with the local high school and other cluster schools to facilitate in the transition of primary school students to Junior Secondary.