DISCIPLINE AUDIT
EXECUTIVE SUMMARY - CROYDON SS
DATE OF AUDIT: 3 NOVEMBER 2014

Background:
Croydon SS was opened in 1890 and is located in the central Gulf of Carpentaria, within the Far North Queensland education region. The P – 7 school has a current enrolment of approximately 42 students. Current Principal, Daniel Smith, was appointed to the position in 2011.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- Schoolwide Positive Behaviour Support (SWPBS) provides a foundation and framework for positive relationships, knowing students, collegial student management, data analysis, direct teacher parent contact, pastoral care and enhanced interactions.
- The school has a small number of positively stated school wide expectations and appropriate behaviours: Safe, Respect, Responsible. These expectations are visible within the school environment, continually communicated and are evident in the behaviour of all students.
- The school has an ongoing commitment to Explicit Teaching as a pedagogical method.
- Improving attendance and literacy levels have been a major focus for the school.
- The school has a positive rewards systems that includes weekly Student Achievement Awards and daily Gotcha Awards for displaying the school wide expectations. The awards recognise daily positive behaviour in all school settings.
- The school has a positive family centred tone in which all school community members work alongside each other and any behaviour issues are resolved quickly and easily.

Affirmations:
- The Parents and Citizens’ Association (P&C) endorse the school’s Responsible Behaviour Plan for Students (RBPS).
- The school responds to student needs by providing food at morning break every day.
- Expectations about students’ behaviour is enhanced in many ways. This includes teachers explicitly teaching expectations and is supported by presentations at school assemblies, daily classes and in school newsletters.
- The school deploys resources to maximise the learning opportunities for all students.
- The school leaders and all staff members demonstrate a strong level of respectful and caring relationships for all school community members.

Recommendations:
- Continue to engage the teaching team in the development and implementation of consistent effective pedagogical practices. Consolidate the implementation of Explicit Teaching to ensure consistency of practice by the whole teaching team and the support staff.
- Develop a common understanding of what constitutes high standards and clear expectations for behaviour and effort at the school. Ensure that the Behaviour and Effort standards are consistently and rigorously applied and reported upon by all staff members.
- Maintain a focus upon attendance for all students as a crucial aspect to their learning.
- Continue to build upon the implementation of SWPBS with the goals of embedding practices for all school community members, improving signage and learning from other SWPBS schools.
- Continue the work of developing a positive school culture with the goal of creating and maintaining a highly engaging learning environment for all school community members.
- Explore strategic ways to further engage the wider school community enhancing relationships and building the school’s positive profile.