DISCIPLINE AUDIT
EXECUTIVE SUMMARY – CHEVALLUM SS
DATE OF AUDIT: 2 APRIL 2014

Background:
Chevallum SS is located in the Sunshine Coast Hinterland in the North Coast education region. The school has a current enrolment of approximately 500 students. The current Principal is Mrs Lynette Winch.

Commendations:
- The school leadership is outstanding and has ensured, through a passionate and committed whole school approach that is grounded in the theories of Restorative Practice, that new and established teachers are all working to implement the same principles of behaviour management in classrooms and the wider school environment.
- The tone of the school is exceptional with effective behaviour management strategies in place for students who display inappropriate behaviours. These behaviours are dealt with through a strong team approach that is supported by all staff members and parents.
- Professional development programs for teachers and staff members are impressive and focus on empowering staff members to create a supportive and disciplined learning environment which is centred and focused on development of the whole child.
- Strong programs exist for supporting parents, for example, the Keeping Relationships at the Heart of Parenting workshops have been established and are well attended.
- Strong parental engagement in the school is evident and there is strong support for the philosophies that underpin Restorative Practice and multi-age education.
- There is a strong conviction that student engagement is the key to successful learning.
- Teachers and staff members value, very highly, the principles and approaches to behaviour management at the school.
- Five Master teachers have been identified, and are engaged in, Collegiate Coaching training to ensure strong coaching and mentoring processes are in place.

Affirmations:
- Data concerning inappropriate behaviour is collected and collated. This data is used to establish school routines and inform decision making.
- Four clearly stated school values, focused on Caring for Learning, Others, Environment and Myself have been established and are well understood.
- New teachers to the school are carefully and strategically supported.
- An established and effective Structured Play program is in place which is designed to provide effective and supported play environments for students experiencing difficulty at playtimes.
- The school has links with a number of local high schools and transition programs are in place for Junior Secondary. The leadership team is aware of the need to engage high school staff members in conversations around pedagogy.

Recommendations:
- Continue to ensure that all staff members are engaged in ongoing professional learning and development in Restorative Practices and the multi-age philosophy and that parents are well informed about these principles. Enhance data sets to include recorded incidents of positive behaviour, aligned with the four values of Caring for Learning, Others, Environment and Myself, have been established and are well understood.