DISCIPLINE AUDIT
EXECUTIVE SUMMARY - BEGONIA SS
DATE OF AUDIT: 10 NOVEMBER 2014

Background:
Begonia SS, located approximately 80 kilometres north west of St George, surrounded by cattle and sheep properties, within the Darling Downs South West education region. The school has a current enrolment of 13 students from Prep to Year 7. The Acting Principal, Alicia Goodridge, was appointed to the position in July 2014.

Commendations:
- The community nature and size of the school ensures that a supportive school environment has been established. The recent review of the Responsible Behaviour Plan for Students (RBPS) has been instrumental in formalising student behaviour, centered on the four expectations: Be Safe, Be Respectful, Be Cooperative and Be Committed to Learning. These expectations are defined by a teaching matrix applicable to the classroom and the playground.
- School induction for all teachers and teacher aides has resulted in a consistent approach to behaviour management across the school. Most students can clearly articulate these expectations.
- Staff members use a wide variety of strategies, aligned to the school’s rules within the classroom to acknowledge students’ acceptable and noteworthy behaviour.
- School assemblies and newsletters each fortnight are used to celebrate students’ achievement, effort and learning, as well as, providing an opportunity for sharing news and information with parents.
- Students and parents are well aware of expectations and of the consequences of inappropriate behaviour.
- Numerous opportunities are available for students to be involved in extension and cultural activities. Begonia, Thallon, Dirranbandi and Bollon State Schools participate in combined Science, Technology, Art and Cultural Days. A school camp at Coolum and Swim Camps are held each year at St George and Mitchell. The school, with the support of the Parents and Citizens’ Association (P&C) ensures that all students are involved in these events.

Affirmations:
- Each Friday, the Principal explicitly teaches the focus behaviour lesson and staff members continue to revise the behaviour rules within the classroom and the playground.
- The school’s physical environment has provided many areas of choice for students to play and interact safely with others. The extensive grounds and undercover areas provide students with a variety of active play and quiet places.
- Student leadership roles are seriously undertaken by Years 6 and 7 students. Overall student behaviour is of a very high standard, with adopted strategies working successfully.

Recommendations:
- Continue to embed the behaviour process systematically across the whole school to ensure its effectiveness in developing a learning environment that focuses on student engagement and the development of a culture that enhances learning.
- Review the school’s data plan so that academic, diagnostic, behaviour and attendance information is included in the systematic collection of data in OneSchool.
- Refine the Behaviour Expectations Teaching Matrix to reflect the current school situation.
- Update the school’s website, when connectivity allows, by including the most recent versions of school documents, as well as, the newsletters, so that information can be accessible to the wider community.
- Ensure the school’s Developing Performance Framework (DPF) is a reflection of the current improvement agenda and school specific professional development. Consider including student wellbeing and behaviour management as possible topics.
- Review attendance protocols to ensure that the Every Day Counts initiative is effectively enacted.
- Maintain connections with the many high schools where students will attend to enhance the transition to Junior Secondary in 2015.