DISCIPLINE AUDIT
EXECUTIVE SUMMARY - NORTH ETON SS
DATE OF AUDIT: 22 OCTOBER 2014

Background:
North Eton SS is located approximately 35 kilometres from Mackay, within the Central Queensland education region. The school has a current enrolment of 13 students from Prep – Year 7. The Principal, Geraldine Parkes, was appointed to the position in 2013.

Commendations:
- A strong collegial culture has been established at the school with the Principal and staff members working together in a supportive manner. There is a strong sense of shared responsibility in maintaining a safe, caring and respectful learning environment.
- The school has a small number of positively stated school wide expectations and appropriate behaviours that are visible and clearly defined. These expectations: Be Safe, Be Respectful and Be Responsible, are continually communicated and are evident in the behaviour of the students.
- The school is very well resourced with areas established for whole group, small group and individual work settings.
- The school is passionate about providing rich and real life learning experiences for students. The adopted school cat, Shilo and rooster Percy provide students with the opportunity to demonstrate appropriate care and respect behaviours.
- Students are well aware of the expectations and consequences of inappropriate behaviour.
- The Parents and Citizens’ Association (P&C) express satisfaction with the operations of the school and are supportive of the behaviour management processes used.

Affirmations:
- The school rules are reinforced at weekly parades and students are involved in the establishment of an expectations matrix which clearly defines expected behaviour within the three school rules.
- Clarity about how students are expected to behave is enhanced through weekly focus skill lessons, based on the Bucket books.
- A Playgroup and Pre-Prep group has commenced this year to further develop relationships within the wider community and display the school’s offerings and commitment to exceptional education within the district.
- The Principal uses a daily communication book to alert staff members about student behavioural needs that require monitoring. The school implements a very personal and proactive approach to managing behaviour, with individual behaviour plans being implemented where appropriate.

Recommendations:
- Review the school’s Responsible Behaviour Plan for Students (RBPS) to ensure that the document is reflective of current processes.
- Build upon the Bucket social-emotional skills program to further develop sustainable social and emotional competencies for all students. This may also provide opportunity to further develop intrinsic well-being initiatives.
- Continue to systematically gather and interrogate attendance, achievement and behaviour data, with a view to develop and review interventions to meet the differentiated needs of students.
- Consider broadening the range of play-based and extra-curricular activities to extend the current level of options regarding student engagement.
- Consider implementing a School Attendance Plan to address individual and school wide targets.
- Continue to forge professional learning relationships with cluster schools.
- Consider providing opportunities for further school community engagement.
- Continue to build upon the high expectations of student behaviour across the school to maintain the focus on high levels of student engagement and academic achievement.