DISCIPLINE AUDIT
EXECUTIVE SUMMARY – YUGUMBIR SS

Background:
Yugumbir SS is a large primary school located in Logan City, within the South East education region. The school has been offering learning opportunities to the community since 1986 and has a current enrolment of 1165 students. The Acting Principal, Tony Maksoud, was appointed in 2014.

Commendations:
- The school has developed a set of positively stated school wide expectations: Be Respectful; Be Responsible; and Be Ready. These expectations are communicated and highly visible throughout the school environment.
- The school engages a range of community organisations, local businesses, government agencies and specialist staff members to provide pathways and support the engagement of students in learning.
- Proactive programs concentrating on self-esteem, social skills and resilience have been established and coordinated by the Community Liaison Officer, Chaplain and Guidance Officer. The Boys Active Social Engagement (BASE) is a sports centered program during lunch breaks. Senior girls’ self-esteem and mentoring sessions are provided by the Community Officer.
- The Pre-Prep engagement program: Prepped for Success, is facilitated by the Community Liaison Officer and is having a significant impact on the school readiness of Prep students.
- The school newsletters and the school website are key strategies which contribute to highly effective communication with the school community.
- The executive representative of the Parents and Citizen’s Association (P&C) reports that there has been an enhanced role for the P&C in collaborating and providing input to the planning of school improvement priorities.

Affirmations:
- The Behaviour and Wellbeing Reference Group has completed a behaviour review utilising the expertise of a regional coordinator with the identification of key priorities.
- The P&C endorses and supports the school’s Responsible Behaviour Plan for Students (RBPS).
- Reporting comments have been reviewed and re-developed to be more specific and personalised, providing enhanced development feedback for students and parents.
- The school positively recognises appropriate behaviours and achievement through the Pink Book rewards system and classroom based awards for students.
- A clear school wide target has been set for attendance, with intervention strategies for students who are not meeting an 85 percent attendance minimum standard.

Recommendations:
- Review existing approaches to behaviour management and establish a detailed school wide positive approach to managing student behaviour that is grounded in research and is evidenced based.
- Rigorously drive the engagement of all members of the teaching team, support staff and school community in the implementation of consistent and explicit behaviour expectations, management practices and the teaching of expected behaviours within the school wide positive approach.
- Develop a school wide understanding and processes for addressing minor and major behaviours, positive behaviours and referrals. Develop a consistent approach to recording these into OneSchool.
- Measure and rigorously monitor the effectiveness of behaviour management strategies over short and long cycles of review.
- Develop opportunities for enhancing the student voice and feedback in learning at a classroom level and for the development of strategies to support a positive school culture.
- Further develop, communicate and embed the School & Community Guarantee process. Consider including strong links to the school’s improvement and pedagogical framework as a reference point for teaching practice and community engagement.
- Ensure that the school’s Developing Performance Framework (DPF) clearly links the school’s improvement agenda and staff members’ professional learning needs.