Wheatlands State School
Discipline Audit Action Plan 2014

INITIATION FACTORS (WHY ARE WE DOING THIS?)
   Recommendations from the 2014 discipline audit:
   • Implement the **Effort and Behaviour Matrix** to provide staff members with clarity around the expected school wide standards when reporting to parents. Ensure that there is a **staff member moderation process** around this matrix to provide consistency.
   • Continue to explore and provide opportunities for **parents to participate in training and information days in regards to behavioural parenting strategies**.
   • **Review the school Responsible Behaviour Plan (RBP)** to ensure that it reflects current practice around behaviour management. Include possible consequences for inappropriate behaviour in the Responsible Behaviour Plan and ensure the plan dictates when a OneSchool report must be made.
   • Continue to provide staff members with **classroom profiling opportunities** and the detailed coaching and mentoring process that is provided.
   • Continue to build on the **behaviour data gathering process** and provide regular and formal opportunities to review the data available on OneSchool.
   Source: Discipline Audit: Executive Summary. Date of Audit: 26 May 2014.

   A shared understanding and strong community advocacy for high expectations of school discipline as an inherent factor in Wheatlands State School’s continued academic and wider-educational success.

IMPLEMENTATION FACTORS (HOW WILL IT HAPPEN?)

| Effort & Behaviour Matrix | RBP Review: Consequences and Data & Reports | Info for Parents on Child Behaviour & Development | Classroom Profiling & Coaching for Staff |

Orchestration:

1. **Consultation with P & C** [19 August] on the 4 Implementation Factors of the action plan as outlined above.
2. **Staff collaboration** on the Effort and Behaviour Matrix to reflect school wide expectations and guide making judgments about effort and behaviour to be included in the revised RBP as a result of consultation in Term 3.
3. **Fortnightly discussion of behaviour data at staff meetings** to monitor trends and apply instructional changes.
4. Communicate evidence-based **information for parents on the behaviour and development of children in 2014** and implement parenting workshops in conjunction with local agencies and groups in 2015.
5. Implement **Classroom Profiling with the regional Behaviour Support Teacher** in Term 3 and 4 2014 and continue **Coaching and Feedback processes** with all staff.

INSTITUTIONALISATION FACTORS (WHAT IS GOING TO KEEP IT GOING?)

Embedding (Principal to monitor the following):

- **Staff moderation** when using the Effort and Behaviour Matrix leading to end of semester reports.
- **Display of Effort and Behaviour expectations** in all classrooms and use in conjunction with the Focus Forty program to teach desired behaviours.
- Behaviour data tabled at Staff Meetings as a **regular agenda item** for discussion fortnightly.
- Items in the fortnightly newsletter which **feature advice for parents** on behaviour, development and social/emotional issues for families.

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